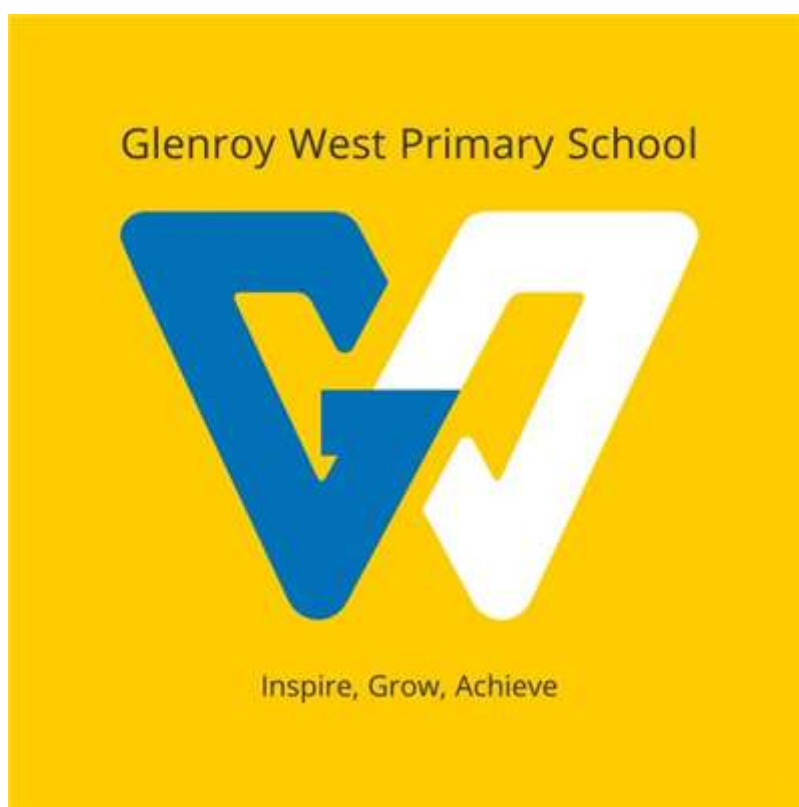


2023 Annual Implementation Plan

for improving student outcomes

Glenroy West Primary School (4809)



Submitted for review by Pamela Streete (School Principal) on 01 March, 2023 at 02:36 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 17 March, 2023 at 11:11 AM
Endorsed by Gayle O'Sullivan (School Council President) on 17 March, 2023 at 11:25 AM

Self-evaluation Summary - 2023

Glenroy West Primary School (4809)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	<ul style="list-style-type: none"> Coaching model PLC model Peer Observations Composition of leadership team Learning Walks Planning Documents Feedback on planning School Improvement Team Comprehensive Professional Learning Program Personal Development Plans Numeracy and Literacy consultants Victorian High Ability Program Tutor Learning Initiative PSD program
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding	Assessment Schedule Assessment tools - PAT, Essential Assessment, Fountas and Pinnell, Digital Assessment Library Focus on Teacher Judgements PLC model using data to inform practice Numeracy and Literacy consultants
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	Coaching model PLC model Peer Observations Composition of leadership team Learning Walks Planning Documents Feedback on planning School Improvement Team Comprehensive Professional Learning Program Personal Development Plans
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving	SWPBS PYP Lunchtime clubs Attendance - identification and monitoring of students Student Representative Council Student Leaders Social Worker Social skill groups Links with regional office and community groups York St. Kindergarten Transition program
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling	Social Worker Speech Therapist Psychologist SSSO and regional support Building Project Individual Learning Plans Attendance Plans Behavioral and safety plans Tailored use of equity funding Environmental grant - Rotary Northern Early Years Cluster Communities of Practice
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>Learning - We provide extra support and those who need support through the Tutor Learning Initiative (TLI) and proved support for children have thrived to continue to extend their learning, especially in numeracy through 'high achievers' program in literacy and numeracy.</p> <p>We also provide EAL support in the classroom environment for those students identified.</p> <p>PLC - focus on data through the inquiry cycle.</p> <p>All planners across the school show differentiation across all areas of literacy and numeracy to support the learning for each child - demonstration to move into classroom practice. We have employed an Assistant Principal to oversee curriculum and learning and to support our teachers, providing coaching, mentoring and professional learning.</p>
Considerations for 2023	<p>Scope and sequences to be reviewed to ensure that all content is taught.</p> <p>Teachers to plan sequential lessons based on student data.</p> <p>Build teachers capacity in using formative assessment effectively to ensure student growth.</p> <p>Timetable to be reviewed and establish a two hour planning block and then PLC's run after school.</p> <p>Plan for coaching support and modelling of lessons.</p>

	<p>Focus on Numeracy Trauma informed practice PL</p>
<p>Documents that support this plan</p>	<p>2020 Scope - Indonesian P-6.docx (0.05 MB) 2022 GWPS Maths Overview - Draft.docx (0.16 MB) 2022 MATHS F-6 Instructional Model.docx (0.07 MB) 2022 Reporting Schedule 2022.docx (0.02 MB) F-6_Grammar_Scope-and-Sequence.docx (0.1 MB) F-6_Punctuation_Scope-and-Sequence.docx (0.09 MB) F-6_Spelling_Scope-and_Sequence.docx (0.11 MB) GW 2020 Seesaw Essential Agreement.docx (0.06 MB) GW Whole School Plan.xlsx (0.09 MB) GWPS Literacy Overview 2022 Final Sept.docx (0.16 MB) GWPS Pedagogical and Instructional model 2021 24.06.21 (1.docx (1.33 MB) GWPS Pedagogical and Instructional model 2021 24.06.21.pdf (1.03 MB) GWPS Spelling Scope and Sequence.docx (0.11 MB) GWPS Writing Moderation and samples F to 6 (1).pdf (4.34 MB) High expectations of all learners.docx (0.04 MB) Maths A-D SandS.docx (0.1 MB) Maths Meas and Geom L F-6 SandS.docx (0.1 MB) Maths Stats and Prob L F-6 SandS.docx (0.1 MB) Measurement and Geometry SandS 3-5.docx (0.04 MB) Measurement and geometry SandS 6-8.docx (0.04 MB) Measurement and Geometry SandS F-2.docx (0.04 MB) Meeting Schedule T4 2022 2.10.22.docx (0.03 MB) Number and Algebra SandS 3-5.docx (0.04 MB) Number and Algebra SandS 6-8.docx (0.05 MB) Number and Algebra SandS F-2.docx (0.05 MB) Reading SandS 3-5.docx (0.06 MB) Reading SandS 6-8.docx (0.04 MB) Reading SandS F-2.docx (0.05 MB) Science Foundation - Level 6.docx (0.1 MB) Science Levels A to D, Foundation.docx (0.1 MB) Speaking and Listening SandS 3-5.docx (0.05 MB) Speaking and Listening SandS 6-8.docx (0.05 MB) Speaking and Listening SandS F-2.docx (0.06 MB) Statistics and Probability SandS 3-5.docx (0.04 MB)</p>

	<p>Statistics and Probability SandS 6-8.docx (0.04 MB) Statistics and Probability SandS F-2.docx (0.04 MB) Term 3 Literacy W 3 2022 - TLI Kay.docx (0.04 MB) Term 3 Week 7 TLI -Cathy.docx (0.02 MB) Writing SandS 3- 5.docx (0.05 MB) Writing SandS 6 -8.docx (0.05 MB) Writing SandS F-2.docx (0.05 MB)</p>
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SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student outcomes in literacy and numeracy.
Target 2.1	Increase the percentage of students above expected level (teacher judgement) in: <ul style="list-style-type: none"> • Reading and Viewing from 29 per cent (2019) to 41 per cent (2024). Using 2019 as baseline. • Speaking and Listening from 8 per cent (2019) to 15 per cent (2024) • Writing from 13 per cent (2019) to 25 per cent (2024) • Number and Algebra from 17 per cent (2019) to 25 per cent (2024)
Target 2.2	Increase the percentage of students in the top 2 bands in NAPLAN in: <ul style="list-style-type: none"> • Year 3 Writing from 55 per cent (2019) to 60 per cent (2024) • Year 5 Writing from 13 per cent (2019) to 20 per cent (2024).

Target 2.3	<p>Increase the percentage of students above benchmark growth in:</p> <ul style="list-style-type: none"> • Numeracy from 17 per cent (2019) to 28 per cent (2024) • Reading from 37 per cent (2017-19) to 40 per cent (2024) • Writing from 22 per cent (2019) to 28 per cent (2024).
Target 2.4	<p>To decrease the percentage of students below benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 26 per cent in 2019 to 15 per cent (2024) • Writing from 30 per cent in 2019 to 15 per cent (2024).
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Develop a holistic approach to curriculum and assessment linked to pedagogy</p>
Key Improvement Strategy 2.b Evaluating impact on learning	<p>Build teachers' assessment capability to inform teaching</p>
Key Improvement Strategy 2.c Evaluating impact on learning	<p>Connect student assessment with learning</p>
Goal 3	<p>To increase student voice and agency to improve student outcomes.</p>
Target 3.1	<p>To increase the AToS factors in:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024) • Self-Regulation and Goal setting from 87 per cent (2019) to 93 per cent (2024) • Teacher Concern from 74 per cent (2019) to 80 per cent (2024).

Target 3.2	<p>To increase the School Staff survey factors:</p> <ul style="list-style-type: none"> • Use student Feedback from 55 per cent (2019) to 75 per cent (2024) • Growth of the Whole Child from 55 per cent (2019) to 75 percent (2024) • Seek Feedback to Improve Practice from 36 per cent (2019) to 75 per cent (2024).
Target 3.3	<p>To increase the Parent Opinion Survey factors in:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024) • Stimulating Learning Environment from 81 per cent (2019) to 90 per cent (2024).
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice, agency and leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop student intellectual engagement
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Integrate metacognitive strategies in teaching and learning practices
Goal 4	To build leadership across teams to improve student engagement in their learning.

Target 4.1	<p>To increase the positive response in the School Staff survey factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 59 per cent (2019) to 80 per cent (2024) • Teacher Collaboration from 39 per cent (2019) to 80 per cent (2023) • Professional Learning Through Peer Feedback from 36 per cent (2019) to 75 per cent (2024) • Understand How to Evaluate Data from 64 per cent (2019) to 80 per cent (2024) • Staff Trust in Colleagues from 57 per cent (2019) to 80 per cent (2024).
Target 4.2	<p>To increase the positive response in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> • Stimulated Learning from 78 per cent (2019) to 85 per cent (2024) • Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024).
Target 4.3	<p>To increase the positive response in the School Parent survey factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024) • Student Motivation and Support from 83 per cent (2019) to 90 per cent (2024) • Parent participation and Involvement from 82 per cent (2019) to 90 per cent (2024).
Key Improvement Strategy 4.a Instructional and shared leadership	School leaders lead teaching and learning to improve student engagement outcomes
Key Improvement Strategy 4.b Vision, values and culture	Embed the school's vision and values

Key Improvement Strategy 4.c
Vision, values and culture

Build leadership within and across teams.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students (F - 6) above expected level (teacher judgement) in: Reading and Viewing from 48% to 50% Speaking and Listening from 15% to 18% Writing from 23% to 25% Measurement and Geometry from 20% to 21% Statistics and Probability from 18% to 20% Number and Algebra from 28% to 30% Increase the percentage of students working above expected age level in: Year 2 Measurement and Geometry from 7% to 10% Year 2 Statistics and Probability from 0% to 5% Year 2 Number and Algebra from 17% to 18% Year 4 Measurement and Geometry from 57% to 58% Year 4 Statistics and Probability from 23% to 25% Year 4 Number and Algebra from 28% to 30% Increase the percentage of students in the top 2 bands in NAPLAN in: Year 3 Numeracy from 49 per cent (2022) to 50 per cent (2023) Year 5 Numeracy from 26 per cent (2022) to 40 per cent (2023). Year 3 Reading from 79 per cent (2022) to 80 per cent (2023) Year 5 Reading from 56 per cent (2022) to 60 per cent (2023). Year 3 Writing from 76 per cent (2022) to 80 per cent (2023) Year 5 Writing from 52 per cent (2022) to 60 per cent (2023). Year 3 Spelling from 72</p>

			<p>per cent (2022) to 75 per cent (2023)Year 5 Spelling from 59 per cent (2022) to 65 per cent (2023).Year 3 Grammar and Punctuation from 69 per cent (2022) to 75 per cent (2022)Year 5 Grammar and Punctuation from 41 per cent (2022) to 60 per cent (2023)NAPLAN DataReading high growth from 14% (2021) to 20% (2023)Writing high growth from 43% (2021) to 50% (2023)Spelling high growth from 29% (2021) to 35% (2023)Numeracy high growth from 38% (2021) to 45% (2023)Grammar and Punctuation high growth from 24% (2021) to 30% (2023)Grammar and Punctuation decrease in low growth from 19% (2021) to 10% (2023)Numeracy decrease in low growth from 19% (2021) to 10% (2023)Attitudes to School Survey:Stimulated Learning from 71% (2022) to 78% (2023)Differentiated Learning from 81% (2022) to 85% (2023)School Connectedness 73% (2022) 78% (2023)Effective Classroom Behaviour 72% (2022) to 77% (2023)Teacher Concern 72% (2022) to 75% (2023)Student Voice and Agency 67% (2022) to 70% (2023)Staff Survey:Collective Efficacy 56% to (2022) to 65% (2023)Shielding and Buffering 58% (2022) to 60% (2023)Teacher Collaboration 53% (2022) to 65% (2023)Parent Opinion Survey:All areas above the 80th percentile</p>
To maximise student outcomes in literacy and numeracy.	No	<p>Increase the percentage of students above expected level (teacher judgement) in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 29 per cent (2019) to 41 per cent (2024). Using 2019 as baseline. • Speaking and Listening from 8 per cent (2019) to 15 per cent (2024) 	

		<ul style="list-style-type: none"> • Writing from 13 per cent (2019) to 25 per cent (2024) • Number and Algebra from 17 per cent (2019) to 25 per cent (2024) 	
		<p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 Writing from 55 per cent (2019) to 60 per cent (2024) • Year 5 Writing from 13 per cent (2019) to 20 per cent (2024). 	
		<p>Increase the percentage of students above benchmark growth in:</p> <ul style="list-style-type: none"> • Numeracy from 17 per cent (2019) to 28 per cent (2024) • Reading from 37 per cent (2017-19) to 40 per cent (2024) • Writing from 22 per cent (2019) to 28 per cent (2024). 	
		<p>To decrease the percentage of students below benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 26 per cent in 2019 to 15 per cent (2024) • Writing from 30 per cent in 2019 to 15 per cent (2024). 	
To increase student voice and agency to improve student outcomes.	No	<p>To increase the AToS factors in:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024) • Self-Regulation and Goal setting from 87 per cent (2019) to 93 per cent (2024) • Teacher Concern from 74 per cent (2019) to 80 per cent (2024). 	
		<p>To increase the School Staff survey factors:</p> <ul style="list-style-type: none"> • Use student Feedback from 55 per cent (2019) to 75 per cent (2024) 	

		<ul style="list-style-type: none"> • Growth of the Whole Child from 55 per cent (2019) to 75 per cent (2024) • Seek Feedback to Improve Practice from 36 per cent (2019) to 75 per cent (2024). 	
		<p>To increase the Parent Opinion Survey factors in:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024) • Stimulating Learning Environment from 81 per cent (2019) to 90 per cent (2024). 	
To build leadership across teams to improve student engagement in their learning.	No	<p>To increase the positive response in the School Staff survey factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 59 per cent (2019) to 80 per cent (2024) • Teacher Collaboration from 39 per cent (2019) to 80 per cent (2023) • Professional Learning Through Peer Feedback from 36 per cent (2019) to 75 per cent (2024) • Understand How to Evaluate Data from 64 per cent (2019) to 80 per cent (2024) • Staff Trust in Colleagues from 57 per cent (2019) to 80 per cent (2024). 	
		<p>To increase the positive response in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> • Stimulated Learning from 78 per cent (2019) to 85 per cent (2024) • Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024). 	

		<p>To increase the positive response in the School Parent survey factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024) • Student Motivation and Support from 83 per cent (2019) to 90 per cent (2024) • Parent participation and Involvement from 82 per cent (2019) to 90 per cent (2024). 	
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Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Increase the percentage of students (F - 6) above expected level (teacher judgement) in:</p> <p>Reading and Viewing from 48% to 50% Speaking and Listening from 15% to 18% Writing from 23% to 25% Measurement and Geometry from 20% to 21% Statistics and Probability from 18% to 20% Number and Algebra from 28% to 30%</p> <p>Increase the percentage of students working above expected age level in:</p> <p>Year 2 Measurement and Geometry from 7% to 10% Year 2 Statistics and Probability from 0% to 5% Year 2 Number and Algebra from 17% to 18%</p> <p>Year 4 Measurement and Geometry from 57% to 58% Year 4 Statistics and Probability from 23% to 25% Year 4 Number and Algebra from 28% to 30%</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN in: Year 3 Numeracy from 49 per cent (2022) to 50 per cent (2023)</p>

Year 5 Numeracy from 26 per cent (2022) to 40 per cent (2023).

Year 3 Reading from 79 per cent (2022) to 80 per cent (2023)
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Year 5 Writing from 52 per cent (2022) to 60 per cent (2023).

Year 3 Spelling from 72 per cent (2022) to 75 per cent (2023)
Year 5 Spelling from 59 per cent (2022) to 65 per cent (2023).

Year 3 Grammar and Punctuation from 69 per cent (2022) to 75 per cent (2022)
Year 5 Grammar and Punctuation from 41 per cent (2022) to 60 per cent (2023)

NAPLAN Data

Reading high growth from 14% (2021) to 20% (2023)
Writing high growth from 43% (2021) to 50% (2023)
Spelling high growth from 29% (2021) to 35% (2023)
Numeracy high growth from 38% (2021) to 45% (2023)
Grammar and Punctuation high growth from 24% (2021) to 30% (2023)

Grammar and Punctuation decrease in low growth from 19% (2021) to 10% (2023)
Numeracy decrease in low growth from 19% (2021) to 10% (2023)

Attitudes to School Survey:

Stimulated Learning from 71% (2022) to 78% (2023)
Differentiated Learning from 81% (2022) to 85% (2023)
School Connectedness 73% (2022) 78% (2023)
Effective Classroom Behaviour 72% (2022) to 77% (2023)
Teacher Concern 72% (2022) to 75% (2023)
Student Voice and Agency 67% (2022) to 70% (2023)

Staff Survey:

Collective Efficacy 56% to (2022) to 65% (2023)
Shielding and Buffering 58% (2022) to 60% (2023)
Teacher Collaboration 53% (2022) to 65% (2023)

	Parent Opinion Survey: All areas above the 80th percentile	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Increase the percentage of students (F - 6) above expected level (teacher judgement) in:</p> <p>Reading and Viewing from 48% to 50% Speaking and Listening from 15% to 18% Writing from 23% to 25% Measurement and Geometry from 20% to 21% Statistics and Probability from 18% to 20% Number and Algebra from 28% to 30%</p> <p>Increase the percentage of students working above expected age level in:</p> <p>Year 2 Measurement and Geometry from 7% to 10% Year 2 Statistics and Probability from 0% to 5% Year 2 Number and Algebra from 17% to 18%</p> <p>Year 4 Measurement and Geometry from 57% to 58% Year 4 Statistics and Probability from 23% to 25% Year 4 Number and Algebra from 28% to 30%</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p> <p>Year 3 Numeracy from 49 per cent (2022) to 50 per cent (2023) Year 5 Numeracy from 26 per cent (2022) to 40 per cent (2023).</p> <p>Year 3 Reading from 79 per cent (2022) to 80 per cent (2023) Year 5 Reading from 56 per cent (2022) to 60 per cent (2023).</p> <p>Year 3 Writing from 76 per cent (2022) to 80 per cent (2023) Year 5 Writing from 52 per cent (2022) to 60 per cent (2023).</p> <p>Year 3 Spelling from 72 per cent (2022) to 75 per cent (2023) Year 5 Spelling from 59 per cent (2022) to 65 per cent (2023).</p>

	<p>Year 3 Grammar and Punctuation from 69 per cent (2022) to 75 per cent (2022) Year 5 Grammar and Punctuation from 41 per cent (2022) to 60 per cent (2023)</p> <p>NAPLAN Data Reading high growth from 14% (2021) to 20% (2023) Writing high growth from 43% (2021) to 50% (2023) Spelling high growth from 29% (2021) to 35% (2023) Numeracy high growth from 38% (2021) to 45% (2023) Grammar and Punctuation high growth from 24% (2021) to 30% (2023)</p> <p>Grammar and Punctuation decrease in low growth from 19% (2021) to 10% (2023) Numeracy decrease in low growth from 19% (2021) to 10% (2023)</p> <p>Attitudes to School Survey: Stimulated Learning from 71% (2022) to 78% (2023) Differentiated Learning from 81% (2022) to 85% (2023) School Connectedness 73% (2022) 78% (2023) Effective Classroom Behaviour 72% (2022) to 77% (2023) Teacher Concern 72% (2022) to 75% (2023) Student Voice and Agency 67% (2022) to 70% (2023)</p> <p>Staff Survey: Collective Efficacy 56% to (2022) to 65% (2023) Shielding and Buffering 58% (2022) to 60% (2023) Teacher Collaboration 53% (2022) to 65% (2023)</p> <p>Parent Opinion Survey: All areas above the 80th percentile</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Build staff capability in assessment and differentiation teaching practices in numeracy Build staff capability in literacy and numeracy instructional practice to ensure high levels of learning growth for all students Embed voice and agency in teaching and learning.</p>

Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs</p> <p>Students will know what their goals are and what the next steps are to progress their learning</p> <p>Teachers will identify learning needs for all students based on diagnostic assessment data</p> <p>Teachers and tutors will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet learning needs of all students</p> <p>All teachers conferencing students to develop their learning goals across the curriculum</p> <p>Tutors will provide targeted academic support to identified students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes, coaching and professional learning</p>			
Success Indicators	<p>Curriculum and planning documentation will show plans for differentiation</p> <p>Teaching is differentiated in classrooms as evidenced by fluid student groupings and explicit teaching</p> <p>Observations of students actively developing and implementing their goals through full knowledge of their own needs</p> <p>Feedback and data from tutors will show plans to support individual students' learning needs</p> <p>Formative and summative assessment will show student learning growth</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Victorian Curriculum judgements will show growth in learning</p> <p>AtoSS factors: stimulated learning, differentiated learning, student voice, connectedness to school and effective classroom behaviour</p> <p>Staff Survey: Shielding and buffering, collective efficacy and teacher collaboration</p> <p>Parent Survey:</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Schedule and facilitate focused professional learning to build practice excellence through collaboration to support the implementation of the instructional model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Engage consultants to support teaching staff and leadership to improve teaching practice through intensive coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refining our PLC inquiries in numeracy and intensively using data to inform practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum teams to undertake Action Research based on best practice and using the FISO 2.0 inquiry cycle to improve student outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLC Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build teachers capacity and knowledge to implement metacognition strategies to further develop student agency and identify next steps in their learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document and embed a consistent whole school approach to instructional practice in literacy, numeracy with a transdisciplinary links to Primary Years Programme Units of Inquiry.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employee additional staff to implement numeracy and literacy intervention programs across the school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embedding the School Wide Positive Behaviour Support across the school. Implementation of Mental Health in Primary Schools.			
Outcomes	Leaders will ensure the School Wide Positive Behaviour Support model is embedded across the school. The Mental Health and Wellbeing Leader confident in their role and trained in building the capacity of staff to identify and support students Teachers will implement the model and use the Behaviour Matrix, Ready to Learn Ladder and Essential Agreements to inform behavioral expectations and student learning Students take responsibility for their actions and their learning by implementing the Ready to Learn Ladder. Students and families feel supported and connected to the appropriate agencies			

Success Indicators	Policies and programs will show documentation of School Wide Positive Behaviours Support program Curriculum documentation will show plans for social and emotional learning AtoSS results: Attendance:			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a Multidisciplinary team focused on wellbeing and mental health of all students, especially the most vulnerable	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the role of Mental Health and Wellbeing Leader to build the capacity of staff to support students and families	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Mental Health and Wellbeing Leader working with staff, students and families across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine existing tiered supports for children who are identified as requiring additional assistance, inclusive of family support	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

