**2023 Annual Implementation Plan**

Submitted for review by Christopher Barker (School Principal) on 31 January, 2023 at 02:39 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 31 January, 2023 at 02:44 PM
Awaiting endorsement by School Council President

**for improving student outcomes**

Camp Hill Primary School (1976)



**Self-evaluation Summary - 2023**

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|  | FISO 2.0 Dimensions | Self-evaluation Level |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **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 |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Embedding |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Enter your reflective comments** | Leaders were identified & appointed to lead PLC, Wellbeing & Teaching & Learning across the whole school. An Assessment & Reporting coordinator led the reporting process. The work with the PLC link school and PLC mentoring saw the implementation of a revised meeting agenda and a stronger focus on professional learning and data analysis. A High Abilities Practice leader continued LEAP with the identified high ability students. Individual student data collection folios were completed for every student Foundation to Grade 6 and included Reading, Writing, Mathematics and Inquiry work samples. Each student had a termly individual goal for Reading, Writing & Mathematics and this was communicated to parents. Student self reflection demonstrated student understanding of the Inquiry process and identified the type of learner they were and gave students agency with their own learning.Tutors have identified students who did not make the expected gains in 2022, with a focus on mathematics. Tutors have developed individual learning plans for students in the Tutor Program and individual learning plans have been shared with classroom teachers and parents. Staff are incorporating HIT strategies into their planning and PLC inquiry cycles. HIT strategies are also evident in the new assessment and reporting model, with collaborative student goals identified in reading, writing, mathematics and inquiry learning. Lessons reflect the instructional model and include explicit teaching, feedback to students, collaborative learning, multiple exposures within a differentiated curriculum.  |
| **Considerations for 2023** | The identification of special payment leadership positions for the leadership and coordination of PLC, Student Engagement & Wellbeing, Assessment & Reporting and Teaching & Learning. Individual teachers and teams will need to ensure planning reflects the Scope & Sequences for English & Mathematics and provides differentiation for students working above and below the expected level through the development of lesson sequences. A CHPS scope and sequence will be developed by the newly appointed Physical Education specialist. The specialist team will engage with the PLC link school in Term 1.Learning Walks and Collegiate visits to enable peer observations of identified gaps in teacher understanding/capacity will be maintained. This will continue to see the need for timetabling to release teachers, development of teacher expertise data base, filming of teachers to build a bank of 'expert' videos and evidence of teachers implementing new learning into classroom practice. Learning walks will require development of focus questions, release of teachers to conduct Learning Walks and collation of data to share at a whole school level. Department team meeting agendas will contain data discussion and planning to support differentiated learning. Co constructed student learning goals in Reading, Writing and Mathematics will be more closely match to individual student's point of need  |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **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.aPriority 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.bPriority 2023 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Goal 2** | Improve student learning outcomes in Literacy and Numeracy |
| Target 2.1 | **NAPLAN*** By 2023, the percentage of Year 5 students achieving medium-high growth in Numeracy will increase from 66 per cent to 83 per cent
* By 2023, the percentage of Year 5 students achieving medium-high growth in Reading will increase from 61 per cent to 81 per cent
* By 2023, the percentage of Year 5 students achieving medium-high growth in Writing will increase from 53 per cent to 76 per cent.
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| Target 2.2 | **Staff Opinion Survey*** By 2023, the positive endorsement for Collective focus on student learning will increase from 74 per cent to 85 per cent
* By 2023, the positive endorsement for Teacher collaboration will increase from 65 per cent to 75 per cent
* By 2023, the positive endorsement for Collective responsibility will increase from 73 per cent to 85 per cent.
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| Key Improvement Strategy 2.aEvidence-based high-impact teaching strategies  | Embed the agreed Reading, Writing and Mathematics instructional models across the school |
| Key Improvement Strategy 2.bEvaluating impact on learning  | Build teacher capability to utilise data and a range of assessment strategies to teach to students’ point of need |
| Key Improvement Strategy 2.cEvidence-based high-impact teaching strategies  | Build teacher knowledge of effective evidenced-based teaching practices through professional learning and feedback to ensure consistent implementation.  |
| Key Improvement Strategy 2.dEvaluating impact on learning  | Action Plan to accelerate improvement |
| **Goal 3** | To improve engagement in learning for all students |
| Target 3.1 | **Attitude to School Survey*** By 2023, the positive endorsement for Sense of Confidence will increase from 77 per cent to 85 per cent
* By 2023, the positive endorsement for Sense of Connectedness will increase from 78 per cent to 85 per cent
* By 2023, the positive endorsement for Teacher Concern will increase from 78 per cent to 85 per cent.
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| Target 3.2 | **Staff opinion Survey*** By 2023, the positive endorsement for Guaranteed and Viable Curriculum will increase from 58 per cent to 75 per cent
* By 2023, the positive endorsement for School Climate will increase from 73 per cent to 80 per cent.
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| Key Improvement Strategy 3.aCurriculum planning and assessment  | Develop whole school scope and sequence documents that reflect the Victorian Curriculum and promote high quality teaching and learning |
| Key Improvement Strategy 3.bCurriculum planning and assessment  | Implement consistent and aligned whole school planning documents with agreed non-negotiable elements |
| Key Improvement Strategy 3.cIntellectual engagement and self-awareness  | Build teacher capacity to develop rigorous learning tasks that allow for authentic differentiation and student engagement |
| **Goal 4** | To empower students to be active participants in their learning |
| Target 4.1 | **Attitude to School Survey*** By 2023, the positive endorsement for Student Voice and Agency will increase from 75 per cent to 85 per cent
* By 2023, the positive endorsement for Effort will increase from 79 per cent to 85 per cent.
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| Target 4.2 | **Staff Opinion Survey*** By 2023, the positive endorsement for Collective focus on student learning will increase from 74 per cent to 85 per cent.
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| Key Improvement Strategy 4.aEmpowering students and building school pride  | Build teacher capacity to develop authentic opportunities for voice and agency  |
| Key Improvement Strategy 4.bEvidence-based high-impact teaching strategies  | Develop whole school processes and protocols for the giving and receiving of feedback for both students and teachers. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | Yes | Support for the 2023 Priorities | LEARNINGBy the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will be maintained at or above 79% in mathematics according to teacher judgement.By the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will increase from 61% to 75% in reading according to teacher judgement.By the end of semester 1 2023 the percentage of year 6 students achieving medium to high growth in writing will increase from 75% to 78% in reading according to teacher judgement.WELLBEINGBy 2023, increase the percentage of students in Years 4-6 with normal to high resilience from 66% to 82%. By 2023, increase the percentage of students with normal to high resilience from 71% (2022 Year 5 boys) to 73% for Year 6 boys.By 2023, increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 2% to 25% according to teacher judgementBy 2023, decrease the number of students with 20+ days absent from 35% (2022) to 15%. |
| Improve student learning outcomes in Literacy and Numeracy | No | **NAPLAN*** By 2023, the percentage of Year 5 students achieving medium-high growth in Numeracy will increase from 66 per cent to 83 per cent
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| To improve engagement in learning for all students | No | **Attitude to School Survey*** By 2023, the positive endorsement for Sense of Confidence will increase from 77 per cent to 85 per cent
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| To empower students to be active participants in their learning | No | **Attitude to School Survey*** By 2023, the positive endorsement for Student Voice and Agency will increase from 75 per cent to 85 per cent
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| **Goal 1** | **2023 Priorities GoalIn 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.** |
| 12 Month Target 1.1 | LEARNINGBy the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will be maintained at or above 79% in mathematics according to teacher judgement.By the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will increase from 61% to 75% in reading according to teacher judgement.By the end of semester 1 2023 the percentage of year 6 students achieving medium to high growth in writing will increase from 75% to 78% in reading according to teacher judgement.WELLBEINGBy 2023, increase the percentage of students in Years 4-6 with normal to high resilience from 66% to 82%. By 2023, increase the percentage of students with normal to high resilience from 71% (2022 Year 5 boys) to 73% for Year 6 boys.By 2023, increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 2% to 25% according to teacher judgementBy 2023, decrease the number of students with 20+ days absent from 35% (2022) to 15%. |
| **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**

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| 12 Month Target 1.1 | LEARNINGBy the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will be maintained at or above 79% in mathematics according to teacher judgement.By the end of semester 1 2023 the percentage of year 5 students achieving medium to high growth in 2022 will increase from 61% to 75% in reading according to teacher judgement.By the end of semester 1 2023 the percentage of year 6 students achieving medium to high growth in writing will increase from 75% to 78% in reading according to teacher judgement.WELLBEINGBy 2023, increase the percentage of students in Years 4-6 with normal to high resilience from 66% to 82%. By 2023, increase the percentage of students with normal to high resilience from 71% (2022 Year 5 boys) to 73% for Year 6 boys.By 2023, increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 2% to 25% according to teacher judgementBy 2023, decrease the number of students with 20+ days absent from 35% (2022) to 15%. |
| KIS 1.aPriority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| **Actions** | Build staff capabilities in assessment and differentiation in numeracy and literacy in order to identify and meet student learning needs.Develop data literacy to inform understanding of student needs and identify students requiring additional support through the development of Individual Learning Plans and differentiated teaching & learning plansMaintain PLC structures to support and strengthen teaching practice  |
| **Outcomes** | Students in need of targeted Numeracy & Literacy academic support or intervention will be identified and supportedStudents will know what the next steps are to progress their learning in Numeracy & LiteracyStudents will display an increased use of Numeracy & Literacy-specific vocabulary Teachers will identify student learning needs in Numeracy & Literacy based on diagnostic assessment dataTeachers will plan for differentiation based on student learning Numeracy & Literacy dataTeachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Teachers will provide targeted academic support to students through Numeracy & Literacy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learningLeaders will support teaching staff to revise current scope & sequences in reading, writing and numeracy |
| **Success Indicators** | Early indicators: Curriculum documentation will show plans for differentiation in Numeracy & Literacy Formative and summative Numeracy & Literacy assessment rubrics will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra, Reading and WritingThe percentage of students in the top two NAPLAN bands for Numeracy will increase SSS factors: instructional leadership, collective efficacyAtoSS factors: stimulated learning, advocate at school |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Review the assessment schedule and embed time for the moderation of numeracy and literacy assessment in the professional learning calendar. | 🗹 School Improvement Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and up-date IEPs to include numeracy and literacy goals for selected students working below in number and algebra, reading and writing. | 🗹 School Improvement Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Embed the PLC model across the school including the triangulation of data sets and meeting agenda/minutes.  | 🗹 School Improvement Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Refresh peer observations with a focus on differentiation in numeracy and literacy. | 🗹 School Improvement Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organize learning walks to observe staff practice and collect data on student experiences of numeracy and literacy assessment and differentiation. | 🗹 School Improvement Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Commit additional funding to resource the Tutoring Program. | 🗹 Administration Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $49,504.20🗹 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage middle leaders in Network professional learning in Numeracy. | 🗹 Administration Team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop an induction process for new staff which enables continuity of teaching practice, assessment and teaching across the school. | 🗹 Administration Team | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage the regional literacy coach to identify school wide data trends to identify cohorts of students requiring additional support. | 🗹 Data Leader | 🗹 PLP Priority | from:Term 2to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide timetabled nonface to face teaching time for teams to meet and identify data sets based on Essential Assessments, F&P, student feedback and classroom observation, to guide planning and differentiation for students who may need additional support. | 🗹 All Staff🗹 Timetable Coordinator | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Tutors to develop IEPs in consultation with classroom teachers for students who are in need of additional support. | 🗹 All Staff🗹 Literacy Support | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Tutors to identify strategies employed and data gathered to classroom teachers in regards to student outcomes in the Tutor Program. | 🗹 Literacy Support | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage with Mel Hunter and PLC Link school to provide professional learning in regards to PLC with a focus on specialist teachers and the Foundation Department teachers. | 🗹 Teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| The school to identify a PLC leader to oversee the implementation of PLC across the school. | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC leader to visit Link School Lockington Consolidated, to observe the implementation of PLC processes at the school. | 🗹 PLC Leaders | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Specialist staff to visit PLC Link School to meet with Gisborne and Kyneton Primary School specialist staff to discuss the implementation of PLC in the specialist program. | 🗹 Teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Meeting schedule to reflect identified PLC meeting time each term, with a designated staff share of PLC outcomes once per term. | 🗹 Timetable Coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.bPriority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Actions** | Strengthen the whole school approach to physical, social, emotional, cultural and civic wellbeing Embed the Resilience, Rights and Respectful Relationships curriculum and school values program across the schoolEstablish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  |
| **Outcomes** | Students will feel supported, engaged and contribute to a strong classroom culture Students will report improved emotional awareness and resilienceStudents will be able to explain what positive mental health means and where they can seek support at school At-risk students will be identified and receive targeted support in a timely mannerTeachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peersTeachers will plan for and implement social and emotional learning within their curriculum areas Teachers will incorporate trauma informed practices in classes and in planning units of workTeachers will be able to recognise, respond to and refer students’ wellbeing and mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will directly support teachers with students’ mental health and/or provide referrals as required  |
| **Success Indicators** | Early indicators: Progress against Individual Education PlansCurriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Students engagement in wellbeing programsTeacher reports of student wellbeing concernsDocumentation of resources for wellbeing programsDocumentation of referrals and communication processes regarding monitoring and escalating wellbeing concernsLate indicators: Semester 2 teacher judgements against the Personal & Social Capabilities AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilienceAttendance data |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health  | 🗹 Disability Inclusion Coordinator🗹 Principal🗹 Respectful Relationships Implementation Team🗹 School Improvement Team | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability  | 🗹 All Staff🗹 Respectful Relationships Implementation Team | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and document a scope and sequence for the teaching of the Personal and Social General Capabilities  | 🗹 All Staff🗹 Respectful Relationships Implementation Team | 🞎 PLP Priority | from:Term 1to:Term 3 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capabilities | 🗹 School Improvement Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Support student leaders to run student focus groups to seek feedback on the schools’ approach to supporting student mental health.  | 🗹 Disability Inclusion Coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Appoint a Disability Inclusion Co-ordinator to oversee the implementation of classroom based inclusion strategies and to up-skill staff in the preparation of the Disability Inclusion Profile to support the most at risk students in the school. | 🗹 Administration Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $12,362.58🞎 Equity funding will be used🗹 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff to undertake Berry Street training to gain knowledge and skills to engage students with complex needs. | 🗹 Administration Team🗹 All Staff | 🗹 PLP Priority | from:Term 2to:Term 2 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop an induction process for new staff which enables continuity of teaching practice especially in relation to resilience, wellbeing and student mental health. | 🗹 Administration Team | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Appoint a health and physical education specialist teacher to provide a physical activity based program to support student health and wellbeing | 🗹 Administration Team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)  | 🗹 Disability Inclusion Coordinator🗹 Leadership Team🗹 Respectful Relationships Implementation Team🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit and update current scope & sequence planning for RRRR to ensure Term overviews and Topics 1-8 curriculum are delivered consistently across the school Foundation to Grade 6 | 🗹 Disability Inclusion Coordinator🗹 Leadership Team🗹 Respectful Relationships Implementation Team🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review current school values GROW program to determine how the GROW and RRRR programs will be integrated and scheduled to ensure consistent delivery across the school | 🗹 Disability Inclusion Coordinator🗹 Leadership Team🗹 Respectful Relationships Implementation Team🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a professional learning plan that includes peer observations, learning walks and co-teaching to increase staff capacity and confidence to deliver the RRRR program (particularly Topics 7 & 8) | 🗹 Disability Inclusion Coordinator🗹 Leadership Team🗹 Respectful Relationships Implementation Team🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00🞎 Equity funding will be used🞎 Disability Inclusion Tier 2 Funding will be used🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $49,504.20 | $49,504.20 | $0.00 |
| Disability Inclusion Tier 2 Funding | $137,932.32 | $137,932.32 | $0.00 |
| Schools Mental Health Fund and Menu | $40,346.66 | $40,346.66 | $0.00 |
| **Total** | $227,783.18 | $227,783.18 | $0.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Commit additional funding to resource the Tutoring Program. | $49,504.20 |
| Appoint a Disability Inclusion Co-ordinator to oversee the implementation of classroom based inclusion strategies and to up-skill staff in the preparation of the Disability Inclusion Profile to support the most at risk students in the school. | $12,362.58 |
| Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)  | $0.00 |
| **Totals** | $61,866.78 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Commit additional funding to resource the Tutoring Program. | from:Term 1to:Term 4 | $49,504.20 | 🗹 School-based staffing |
| **Totals** |  | $49,504.20 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appoint a Disability Inclusion Co-ordinator to oversee the implementation of classroom based inclusion strategies and to up-skill staff in the preparation of the Disability Inclusion Profile to support the most at risk students in the school. | from:Term 1to:Term 4 | $137,932.32 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $137,932.32 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)  | from:Term 1to:Term 4 |   |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Appoint a Student Wellbeing Co-Ordinator to support the social and emotional needs of students and families | $40,346.66 |
| **Totals** | $40,346.66 |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appoint a Student Wellbeing Co-Ordinator to support the social and emotional needs of students and families | from:Term 1to:Term 4 |   |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appoint a Student Wellbeing Co-Ordinator to support the social and emotional needs of students and families | from:Term 1to:Term 4 |   |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appoint a Student Wellbeing Co-Ordinator to support the social and emotional needs of students and families | from:Term 1to:Term 4 | $40,346.66 | 🗹 Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing*** + Assign existing staff member to initiative (eduPay)
 |
| **Totals** |  | $40,346.66 |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Review the assessment schedule and embed time for the moderation of numeracy and literacy assessment in the professional learning calendar. | 🗹 School Improvement Team | from:Term 1to:Term 4 | 🗹 Planning🗹 Moderated assessment of student learning🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 Teaching partners🗹 Internal staff🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Embed the PLC model across the school including the triangulation of data sets and meeting agenda/minutes.  | 🗹 School Improvement Team | from:Term 1to:Term 4 | 🗹 Design of formative assessments🗹 Moderated assessment of student learning🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 School improvement partnerships | 🗹 On-site |
| Refresh peer observations with a focus on differentiation in numeracy and literacy. | 🗹 School Improvement Team | from:Term 1to:Term 4 | 🗹 Collaborative Inquiry/Action Research team🗹 Peer observation including feedback and reflection🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 PLC/PLT Meeting | 🗹 PLC Initiative🗹 Teaching partners🗹 Leadership partners🗹 School improvement partnerships🗹 Internal staff🗹 Pedagogical Model🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Organize learning walks to observe staff practice and collect data on student experiences of numeracy and literacy assessment and differentiation. | 🗹 School Improvement Team | from:Term 1to:Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Communities of Practice | 🗹 Teaching partners🗹 Leadership partners🗹 Internal staff🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Engage middle leaders in Network professional learning in Numeracy. | 🗹 Administration Team | from:Term 1to:Term 4 | 🗹 Collaborative Inquiry/Action Research team🗹 Curriculum development🗹 Demonstration lessons | 🗹 Network Professional Learning | 🗹 Numeracy leader | 🗹 Off-siteRegional Network identified location (Regional Office) |
| Develop an induction process for new staff which enables continuity of teaching practice, assessment and teaching across the school. | 🗹 Administration Team | from:Term 1to:Term 1 | 🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Engage the regional literacy coach to identify school wide data trends to identify cohorts of students requiring additional support. | 🗹 Data Leader | from:Term 2to:Term 2 | 🗹 Planning🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resourcesRegional data coach | 🗹 On-site |
| Provide timetabled nonface to face teaching time for teams to meet and identify data sets based on Essential Assessments, F&P, student feedback and classroom observation, to guide planning and differentiation for students who may need additional support. | 🗹 All Staff🗹 Timetable Coordinator | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Communities of Practice | 🗹 Internal staff | 🗹 On-site |
| Engage with Mel Hunter and PLC Link school to provide professional learning in regards to PLC with a focus on specialist teachers and the Foundation Department teachers. | 🗹 Teacher(s) | from:Term 1to:Term 2 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| PLC leader to visit Link School Lockington Consolidated, to observe the implementation of PLC processes at the school. | 🗹 PLC Leaders | from:Term 1to:Term 2 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-siteLockington Consolidated School |
| Specialist staff to visit PLC Link School to meet with Gisborne and Kyneton Primary School specialist staff to discuss the implementation of PLC in the specialist program. | 🗹 Teacher(s) | from:Term 1to:Term 2 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-siteGisborne Primary School |
| Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health  | 🗹 Disability Inclusion Coordinator🗹 Principal🗹 Respectful Relationships Implementation Team🗹 School Improvement Team | from:Term 1to:Term 2 | 🗹 Planning🗹 Individualised Reflection | 🗹 Whole School Pupil Free Day🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resourcesDET Mental Health Fund Planning Tool | 🗹 On-site |
| Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability  | 🗹 All Staff🗹 Respectful Relationships Implementation Team | from:Term 1to:Term 2 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Whole School Pupil Free Day🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 VCAA Curriculum Specialist | 🗹 On-site |
| Staff to undertake Berry Street training to gain knowledge and skills to engage students with complex needs. | 🗹 Administration Team🗹 All Staff | from:Term 2to:Term 2 | 🗹 Planning🗹 Preparation🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day | 🗹 External consultantsBerry Street consultants | 🗹 On-site |
| Develop an induction process for new staff which enables continuity of teaching practice especially in relation to resilience, wellbeing and student mental health. | 🗹 Administration Team | from:Term 1to:Term 1 | 🗹 Planning🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)  | 🗹 Disability Inclusion Coordinator🗹 Leadership Team🗹 Respectful Relationships Implementation Team🗹 Student Wellbeing Co-ordinator | from:Term 1to:Term 4 | 🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |