2024 Annual Implementation Plan

for improving student outcomes

Camp Hill Primary School (1976)

Submitted for review by Christopher Barker (School Principal) on 06 November, 2023 at 12:37 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 05 January, 2024 at 08:55 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise learning growth for every student in literacy and numeracy	Yes	NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed: ***To be finalised** (New proficiency standards with 4 levels of achievement for each year level replacing the previous 10-band structure. Results from 2023 on will not be directly compared with results from 2008 to 2022)	By the end of 2024: Increase the proportion of students in Year 3 reading in the 'exceeding' proficiency level from 21%Year 3 writing in the 'exceeding' proficiency level from 9%Year 3 numeracy in the 'exceeding' proficiency level from 0%Increase the proportion of students in Year 5 reading in the 'exceeding' proficiency level from 24%Year 5 writing in the 'exceeding' proficiency level from 23%Year 5 numeracy in the 'exceeding' proficiency level from 5%
		NAPLAN target for student learning growth by 2027 to be confirmed: ***To be finalised** (Learning NAPLAN growth measures will change in wording. Results from 2023 on will not be directly compared with results from 2008 to 2022)	Teacher Judgement growth (Age Expected At or Above):By the end of 2024 the percentage of Yr 5 students at or above in reading and viewing will increase from 80% to 82%.By the end of 2024 the percentage of Yr 5 students at or above in writing will increase from 78% to 80%.By the end of 2024 the percentage of Yr

				5 students at or above in Number & Algebra will be maintained at 86%.
			By 2027, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10: English - Reading from 87 % (2022) to 89 % - Writing from 84 % (2022) 86 % Mathematics - Number and Algebra from 88 % (2022) to 90 %	By the end of 2024:The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in writing will be maintained at 84%The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in reading will be maintained at 87%The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in number and algebra will increase from 88% to 89%.
			By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) School Climate module for the factors of: - Academic emphasis from 52 % (2022) to 68 % - Teacher collaboration 23% (2022) to 63% Teaching and Learning - Practice Improvement module for the factor of: - Seeks feedback to improve practice 10% (2022) to 61%	By the end of 2024:Improve the percentage of positive endorsement on SSS School Climate module for Academic Emphasis from 66% to 68%.Improve the percentage of positive endorsement on SSS School Climate module for Teacher Collaboration from 53% to 57%.Improve the percentage of positive endorsement on SSS Teaching and Learning module for Seeking Feedback to Improve Practice from 47% to 50%.
			By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning - Implementation module for the factors of: - Moderate assessment tasks together 70% (2022) to 77% - Understanding of formative assessment 40% (2022) to 78% Teaching and Learning – Planning module for the factors of: - Planned differentiated learning activities 50% (2022) to 83% - Use data for curriculum planning 50% (2022) to 83%	By the end of 2024:Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Moderate assessment tasks together from 94% to 96%.Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Understanding of formative assessment from 56% to 58%.Improve the percentage of positive endorsement on SSS Teaching and Learning - Planning module for Planned

			Differentiated Learning Activities from 47% to 50%.Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Use data for Curriculum Planning from 60% to 65%.
To improve student engagement and wellbeing	Yes	By 2027, increase the percentage of positive endorsement on the Year 4-6 student Attitudes to School Survey for the factors of: • Student voice and agency from 65 % (2022) to 75 % • Perseverance from 71 % (2022) to 77 % • Effective classroom behaviour from 73% (2022) to 79% • Sense of connectedness from 76% (2022) to 81%	By the end of 2024:Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Student Voice and Agency from 57% to 63%.Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Perseverance from 67% to 69%.Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Effective Classroom Behaviour from 65% to 73%.Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Sense of Connectedness from 72% to 76%.
		By 2027, improve the percentage of positive endorsement on School Staff Survey for the factors of: • Use student feedback to improve practice from 20% (2022) to 65% • Promote student ownership of learning from 70% (2022) to 80% • Trust in students and parents from 61% (2022) to 70%	By the end of 2024:Improve the percentage of positive endorsement on SSS for the factor of use student feedback to improve practice from 47% to 51%.Maintain the percentage of positive endorsement on SSS for the factor of promote student ownership of learning at 88%.Maintain the percentage of positive endorsement on SSS for the factor of trust in students and parents at 74%.

Goal 2	**Maximise learning growth for every student in literacy and numeracy**

12-month target 2.1-month target	By the end of 2024: Increase the proportion of students in Year 3 reading in the 'exceeding' proficiency level from 21% Year 3 writing in the 'exceeding' proficiency level from 9% Year 3 numeracy in the 'exceeding' proficiency level from 0% Increase the proportion of students in Year 5 reading in the 'exceeding' proficiency level from 24% Year 5 writing in the 'exceeding' proficiency level from 23% Year 5 numeracy in the 'exceeding' proficiency level from 5%
12-month target 2.2-month target	Teacher Judgement growth (Age Expected At or Above): By the end of 2024 the percentage of Yr 5 students at or above in reading and viewing will increase from 80% to 82%. By the end of 2024 the percentage of Yr 5 students at or above in writing will increase from 78% to 80%. By the end of 2024 the percentage of Yr 5 students at or above in Number & Algebra will be maintained at 86%.
12-month target 2.3-month target	By the end of 2024: The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in writing will be maintained at 84% The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in reading will be maintained at 87% The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in number and algebra will increase from 88% to 89%.
12-month target 2.4-month target	By the end of 2024: Improve the percentage of positive endorsement on SSS School Climate module for Academic Emphasis from 66% to 68%. Improve the percentage of positive endorsement on SSS School Climate module for Teacher Collaboration from 53% to 57%. Improve the percentage of positive endorsement on SSS Teaching and Learning module for Seeking Feedback to Improve Practice from 47% to 50%.
12-month target 2.5-month target	By the end of 2024: Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Moderate assessment tasks together from 94% to 96%. Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Understanding of formative assessment from 56% to 58%. Improve the percentage of positive endorsement on SSS Teaching and Learning - Planning module for Planned Differentiated Learning Activities from 47% to 50%. Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Use data for Curriculum Planning from 60% to 65%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen the capacity of staff to embed PLC evidence-based practices and a consistent instructional model that includes focus groups for all learners.	Yes
KIS 2.b Assessment	Build the capacity of staff to use formative assessment data to inform differentiated planning, teaching and learning at all students' point of need, including high ability students.	Yes
KIS 2.c Leadership	Build the capacity of middle leaders to facilitate consistency of structures, collaboration, data analysis and peer observations/coaching to improve teacher practice in PLCs.	No
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.	To ensure students are provided with differentiated teaching and learning opportunities. This is an incremental step towards meeting four year targets in the SSP using the same data sets.	
Goal 3	**To improve student engagement and wellbeing**	
12-month target 3.1-month target	By the end of 2024: Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Student Voice and Agency from 57% to 63%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Perseverance from 67% to 69%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Effective Classroom Behaviour from 65% to 73%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Sense of Connectedness from 72% to 76%.	
12-month target 3.2-month target	By the end of 2024: Improve the percentage of positive endorsement on SSS for the factor of use student feedback to improve practice from 47%	

	to 51%. Maintain the percentage of positive endorsement on SSS for the factor of promote student ownership of learning at 88%. Maintain the percentage of positive endorsement on SSS for the factor of trust in students and parents at 74%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Deepen teacher and student capability to know what student voice and agency looks like.	Yes
KIS 3.b Support and resources	Develop a behaviour framework that strengthens the home/school partnership in engagement and wellbeing.	No
KIS 3.c Engagement	Support students to develop the skills and capabilities to positively impact wellbeing through building resilience, self-regulation and perseverance.	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.	To continue to strengthen the whole school approach to physical, social, emotional, cultural and civic wellbeing.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth for every student in literacy and numeracy
12-month target 2.1 target	By the end of 2024: Increase the proportion of students in Year 3 reading in the 'exceeding' proficiency level from 21% Year 3 writing in the 'exceeding' proficiency level from 9% Year 3 numeracy in the 'exceeding' proficiency level from 0% Increase the proportion of students in Year 5 reading in the 'exceeding' proficiency level from 24% Year 5 writing in the 'exceeding' proficiency level from 23% Year 5 numeracy in the 'exceeding' proficiency level from 5%
12-month target 2.2 target	Teacher Judgement growth (Age Expected At or Above): By the end of 2024 the percentage of Yr 5 students at or above in reading and viewing will increase from 80% to 82%. By the end of 2024 the percentage of Yr 5 students at or above in writing will increase from 78% to 80%. By the end of 2024 the percentage of Yr 5 students at or above in Number & Algebra will be maintained at 86%.
12-month target 2.3 target	By the end of 2024: The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in writing will be maintained at 84% The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in reading will be maintained at 87% The percentage of the Year F-6 students assessed as being at or above the age expected level on Vic. Curric. in number and algebra will increase from 88% to 89%.
12-month target 2.4 target	By the end of 2024: Improve the percentage of positive endorsement on SSS School Climate module for Academic Emphasis from 66% to 68%. Improve the percentage of positive endorsement on SSS School Climate module for Teacher Collaboration from 53% to 57%. Improve the percentage of positive endorsement on SSS Teaching and Learning module for Seeking Feedback to Improve Practice from 47% to 50%.
12-month target 2.5 target	By the end of 2024: Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Moderate assessment tasks together from 94% to 96%. Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Understanding of formative assessment from 56% to 58%.

	Improve the percentage of positive endorsement on SSS Teaching and Learning - Planning module for Planned Differentiated Learning Activities from 47% to 50%. Improve the percentage of positive endorsement on SSS Teaching and Learning - Implementation module for Use data for Curriculum Planning from 60% to 65%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of staff to embed PLC evidence-based practices and a consistent instructional model that includes focus groups for all learners.
Actions	Build the capacity of staff to embed the PLC inquiry process into collaborative planning, with a focus on the use of formative assessment data to inform point of need teaching and learning for high ability students.
Outcomes	Students Identified students will participate in targeted numeracy support or intervention. Students will know what their next steps are to progress their learning in mathematics. Teachers Teachers will develop collaborative planning practices using the PLC inquiry process. Teachers will identify student learning needs in Numeracy based on diagnostic and formative assessment data. Teachers will plan for differentiation based on student learning Numeracy data. Teachers will implement differentiated teaching and learning to meet individual student needs based on data analysis. Teachers will provide targeted academic support to students through Numeracy goals in IEPs. Leaders Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Learning Specialist will support teaching staff to revise current numeracy assessment schedule, scope and sequence and data collection templates.
Success Indicators	Early indicators: Curriculum and planning documentation will show evidence of differentiation in numeracy. Formative and summative Numeracy assessment data will demonstrate student learning growth. Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning. Scope & Sequence planning will begin to reflect the Victorian 2.0 Mathematics curriculum.

Student IEP's will describe adjustments to meet student numeracy learning needs, and implementation, monitoring and evaluation will be observed with a particular focus on high ability students.

Late indicators:
Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
The percentage of students in the 'exceeding' NAPLAN proficiency level for Numeracy will increase.
SSS factors: academic emphasis, teacher collaboration, seeking feedback to improve practice will increase.
SSS factors: moderate assessment tasks together, understanding of formative assessment, planned differentiated learning activities and use data for curriculum planning will increase.
AtoSS factors: Student voice and agency, perseverance, effective classroom behaviour and sense of connectedness will increase.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed PLC structures and protocols into collaborative planning time to support and strengthen teaching practice that reflects differentiation and student agency in mathematics.	☑ Leadership team ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to build staff capabilities in collection and analysis of assessment data in numeracy in order to identify and address student learning needs, through consistent agreed data collection and whole school moderation.	☑ Learning specialist(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Plan for peer observations with a focus on differentiation and adjustments in mathematics lesson sequences for high ability students.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Collect baseline data on high ability students' experiences of mathematics assessment and differentiation to support planning for student learning needs.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Commit additional funding to the Tutor program.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$45,100.00 ☑ Equity funding will be used
Engage middle leaders in professional learning in numeracy leadership.	☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Include clear expectations for teaching and learning practices into induction for new staff to ensure consistency and continuity across year levels and the whole school.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Appoint a member of staff to the role of High Ability Practice Leader (HAPL) to assist with the identification of students working above the expected level especially in mathematics and develop a program in conjunction with the classroom teachers and leaning specialist to cater for the individual needs of each student.	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☑ Other funding will be used

KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capacity of staff to use formative assessment data to inform differentiated planning, teaching and learning at all students' point of need, including high ability students.
Actions	Build staff capacity in assessment and differentiation in mathematics in order to identify and meet student individual learning needs, with a focus on high ability students.
Outcomes	Students Identified students will participate in targeted numeracy support or intervention. Students will know what the next steps are to progress their learning in mathematics, particularly high ability students.

	Teachers
	Teachers will build their understanding of the Victorian Mathematics 2.0 curriculum.
	Teachers will identify student learning needs in mathematics based on diagnostic and formative assessment data.
	Teachers will understand their students' needs and develop and deliver appropriate interventions (see Learning Difficulties Information Guide: Numeracy).
	Teachers will plan for and implement differentiation based on student learning data analysis through whole school moderation and year level collaborative planning.
	Teachers will regularly monitor, review and update IEPs to ensure they are responsive to student need.
	Leaders
	Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning.
	Leaders will support mathematics teaching staff to revise specific units of learning identified through student outcomes data and Victorian Mathematics 2.0 curriculum.
Success Indicators	Early indicators:
	Curriculum documentation will show plans for differentiation in mathematics.
	Formative and summative mathematics assessment results will show student learning growth, particularly high ability students.
	Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning.
	Scope & Sequence planning will begin to reflect the Victorian 2.0 Mathematics curriculum.
	Student IEPs will describe teaching strategies, adjustments and supports to meet their needs with regular monitoring and evaluation of IEPs.
	Late indicators:
	Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
	The percentage of students in the 'exceeding' NAPLAN proficiency level for Numeracy will increase.
	SSS factors: academic emphasis, teacher collaboration, seeking feedback to improve practice will increase.
	SSS factors: moderate assessment tasks together, understanding of formative assessment, planned differentiated learning activities and use data for curriculum planning will increase.
	AtoSS factors: Student voice and agency, perseverance, effective classroom behaviour and sense of connectedness will increase.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Continue to build staff capacity to deliver differentiation in numeracy learning in order to identify and address student learning needs.	☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Further refine assessment schedule to reflect formative assessments that align the mathematics scope and sequence and the data collection timeline to strengthen teacher capacity to extend and challege high ability students.	☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Further develop data literacy to inform teacher understanding of how to identify students requiring additional support, with a focus on high ability students, in order to the develop differentiated teaching and learning plans and numeracy goals in IEPs.	☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To improve student engagement and wellbeing
12-month target 3.1 target	By the end of 2024: Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Student Voice and Agency from 57% to 63%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Perseverance from 67% to 69%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Effective Classroom Behaviour from 65% to 73%. Increase the percentage of positive endorsement on the Year 4-6 Student attitudes to School Survey for the factor of Sense of Connectedness from 72% to 76%.
12-month target 3.2 target	By the end of 2024: Improve the percentage of positive endorsement on SSS for the factor of use student feedback to improve practice from 47% to 51%. Maintain the percentage of positive endorsement on SSS for the factor of promote student ownership of learning at 88%. Maintain the percentage of positive endorsement on SSS for the factor of trust in students and parents at 74%.
KIS 3.a	Deepen teacher and student capability to know what student voice and agency looks like.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	Continue to develop scope and sequence for the Personal and Social Capabilities curriculum. Establish student focus groups to promote student voice and agency in learning and seek feedback on the promotion of wellbeing and positive mental health
Outcomes	Students Students will feel supported, engaged and contribute to a strong classroom culture Students will co construct learning goals in reading, writing and mathematics with their teacher. Students will provide feedback to teachers about their learning experiences. At-risk students will receive targeted support in a timely manner High ability students will receive targeted support to challenge and extend their learning experiences. Teachers Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Teachers will ensure student learning goals reflect student input. Teachers will reflect on student feedback and this will be actioned through adjustments to teaching and learning plans. Teachers 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 work Teachers will be able to recognise, respond to and refer students' wellbeing and mental health needs Leaders Leaders will support the continuous development, documentation and revision of whole school social emotional learning planning. Leaders will oversee the development of curriculum planning and learning goals that reflect student voice and agency. Leaders will directly support teachers with students' mental health and/or provide referrals as required Leaders will monitor that student feedback is reflected in teaching and learning plans
Success Indicators	Early indicators: Progress against Individual Education Plans Curriculum documentation will reflect social and emotional learning planning. 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 Student engagement in wellbeing programs

	Teacher reports of student wellbeing concerns
	Documentation of resources for wellbeing programs
	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns
	Teachers are regularly seeking student feedback
	Leaders are monitoring implementation of student feedback processes. Late indicators: Semester 2 teacher judgement against the Personal & Social Capabilities will reflect data collection and teacher moderation. AtoSS factors: student voice and agency, student feedback to improve practice, perseverance, effective classroom behaviour, sense of connectedness will increase. SSS factors: promote student ownership of learning and trust in students and parents will maintain.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to develop the Personal and Social Capabilities scope and sequence and embed into RRRR teaching and learning plans.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Schedule learning walks and peer observations that focus on the Personal and Social Capabilities curriculum delivery.	☑ Assistant principal ☑ Principal ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Schedule Term 1 leadership Wellbeing learning walk to ensure consistency of wellbeing non negotiables across the school.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s) ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Support student leaders to run student focus groups to seek feedback on the school's approach to promoting student voice and agency in learning.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Teachers supported by leadership to develop student feedback processes consistently across each year level.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Support students to develop the skills and capabilities to positively impact wellbeing through building resilience, self-regulation and perseverance.
Actions	Strengthen the whole school approach to physical, social, emotional, cultural and civic wellbeing. Strengthen the delivery of the Resilience, Rights and Respectful Relationships curriculum, and school values program across the school.
Outcomes	Students Students will feel supported, engaged and contribute to a strong classroom culture Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Teachers Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Teachers 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 work Teachers will be able to recognise, respond to and refer students' wellbeing and mental health needs Leaders 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 Plans Curriculum documentation will reflect social and emotional learning planning. 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 Student engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Late indicators: Semester 2 teacher judgement against the Personal & Social Capabilities will reflect data collection and teacher moderation. AtoSS factors: student voice and agency, student feedback to improve practice, perseverance, effective classroom behaviour, sense of connectedness will increase. SSS factors: promote student ownership of learning and trust in students and parents will maintain.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff to undertake Day 2 of Berry St training to consolidate knowledge and skills to engage students with complex needs.	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$10,000.00
Disability Inclusion Coordinator to continue to oversee the implementation of classroom based inclusion strategies to upskill staff in the planning for and provision of reasonable adjustments and modifications and provide evidence for the preparation of Disability Inclusion Profiles for our most at risk students.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$142,138.87 ☑ Disability Inclusion Tier 2 Funding will be used
Monitor and further refine professional learning 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	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

	☑ Respectful relationships implementation team ☑ Student wellbeing co-ordinator			

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$45,100.00	$45,100.00	$0.00
Disability Inclusion Tier 2 Funding	$142,138.87	$142,138.87	$0.00
Schools Mental Health Fund and Menu	$39,105.83	$39,105.83	$0.00
Total	**$226,344.70**	**$226,344.70**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Commit additional funding to the Tutor program.	$45,100.00
Disability Inclusion Coordinator to continue to oversee the implementation of classroom based inclusion strategies to upskill staff in the planning for and provision of reasonable adjustments and modifications and provide evidence for the preparation of Disability Inclusion Profiles for our most at risk students.	$142,138.87
Totals	**$187,238.87**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Commit additional funding to the Tutor program.	from: Term 1 to: Term 4	$45,100.00	☑ School-based staffing
Totals		$45,100.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	**When**	**Funding allocated ($)**	**Category**
Disability Inclusion Coordinator to continue to oversee the implementation of classroom based inclusion strategies to upskill staff in the planning for and provision of reasonable adjustments and modifications and provide evidence for the preparation of Disability Inclusion Profiles for our most at risk students.	from: Term 1 to: Term 4	$142,138.87	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Totals		$142,138.87	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	**When**	**Funding allocated ($)**	**Category**
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Appoint a student wellbeing coordinator	$0.00
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Appoint a student wellbeing coordinator	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Appoint a student wellbeing coordinator	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Appoint a student wellbeing coordinator	from: Term 1 to: Term 4	$39,105.83	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		**$39,105.83**	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Continue to build staff capabilities in collection and analysis of assessment data in numeracy in order to identify and address student learning needs, through consistent agreed data collection and whole school moderation.	☑ Learning specialist(s) ☑ PLC leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Plan for peer observations with a focus on differentiation and adjustments in mathematics lesson sequences for high ability students.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Engage middle leaders in professional learning in numeracy leadership.	☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Network professional learning	☑ Academy program/course ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Victorian Academy of Teaching and Learning

Appoint a member of staff to the role of High Ability Practice Leader (HAPL) to assist with the identification of students working above the expected level especially in mathematics and develop a program in conjunction with the classroom teachers and leaning specialist to cater for the individual needs of each student.	☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Subject association ☑ Learning specialist	☑ On-site
Continue to build staff capacity to deliver differentiation in numeracy learning in order to identify and address student learning needs.	☑ Learning specialist(s) ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Further develop data literacy to inform teacher understanding of how to identify students requiring additional support, with a focus on high ability students, in order to the develop differentiated teaching and learning plans and numeracy goals in IEPs.	☑ Learning specialist(s) ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Staff to undertake Day 2 of Berry St training to consolidate knowledge and skills to engage students with complex needs.	☑ All staff ☑ Leadership team	from: Term 2 to: Term 2	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ External consultants Berry St	☑ On-site