

2024 Annual Implementation Plan

for improving student outcomes

Mount View Primary School (4923)



Submitted for review by Justine Mackey (School Principal) on 24 February, 2024 at 12:27 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 26 February, 2024 at 10:46 AM
Endorsed by Zoe Huang (School Council President) on 15 March, 2024 at 12:08 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
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	
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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

Support and resources	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	

Future planning	<p>The structure of the leadership team has had a positive impact on student achievement as well as staff culture. Having leaders embedded in PL and collaborative meetings has ensured consistency, built team relationships and collaboration, identified learning needs and differentiation.</p> <p>Introducing the reading workshop model has seen an increase in student engagement as well as consistent teaching practise, particularly in the junior years. Analysis of maths data has increased teacher knowledge and confidence of assessment of student ability in N&A and this is reflected in VC teacher judgement data.</p> <p>The PLC has impacted outcomes improving teaching practise to meet the needs of individual students. The literacy and maths DE scope and sequences were used effectively during PLC and planning meetings. Preps used EOI and Literacy learning progressions to inform their teaching and learning program. For future collection and analysis of informal data sources e.g. teacher observations, work samples will support and direct planning.</p> <p>Student voice and agency growth goal has not been a strong focus this year, and this is reflected in the 1% decrease from 2022. This will be a major focus for 2024 in the implementation of learning goals and more student agency opportunities through student feedback for teaching and learning programs.</p>
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	<p>Consistent implementation and monitoring of a school wide instructional model to improve learning outcomes will be a major focus. A strong focus on reading through developing best teacher practises, effective formative assessments, as well as rubrics will support teachers and students identifying learning goals.</p> <p>In 2024, a whole focus on student wellbeing approach will begin at the start of the year. This will include all staff using The Resilience Project inclusive of Respectful Relationships, Real Schools and tracking through Pulse and Compass chronicle. Review of the school-based major and minor behaviours, as well as the behaviour management flow chart with ensure consistency across the school. Strengthening our documentation process of NCCD collection through tracking and reporting.</p>
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							
<p>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.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN data -Exceeding in Numeracy in Year 3 from 52% to 60%NAPLAN data - Exceeding in Numeracy in Year 5 from 46 % to 55%NAPLAN data - Exceeding in Reading in Year 3 from 46% to 50%NAPLAN data - Exceeding in Reading in Year 5 from 55% to 60%</p>							
Maximise the learning growth and achievement of all students.	Yes	<p>NAPLAN - by 2025:</p> <ul style="list-style-type: none"> • Increase the proportion of students with high benchmark growth in Reading to at least 30 percent (from 17 percent in 2021) • Reduce the proportion of students with low benchmark growth to 15 percent or less (from 21 percent in 2021) 	N/A							
		<p>Teacher Judgements (Age expected level): Increase the proportion of students achieving above expected age level (A and B) as shown:</p> <table border="1" data-bbox="723 1139 1485 1233"> <thead> <tr> <th>Subject area</th> <th>Level of A/B in 2021</th> <th>Target level A/B</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Number and Algebra</td> <td>46%</td> <td>65%</td> </tr> </tbody> </table>	Subject area	Level of A/B in 2021	Target level A/B	Reading and Viewing	45%	65%	Number and Algebra	46%
Subject area	Level of A/B in 2021	Target level A/B								
Reading and Viewing	45%	65%								
Number and Algebra	46%	65%								

		<p>School Staff Survey:</p> <table border="1"> <thead> <tr> <th>Variable (Module)</th> <th>2021</th> <th>Target 2024</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum (School Climate)</td> <td>56%</td> <td>76%</td> </tr> <tr> <td>Staff trust in colleagues (School Climate)</td> <td>43%</td> <td>65%</td> </tr> <tr> <td>Teacher collaboration (School Climate)</td> <td>37%</td> <td>60%</td> </tr> <tr> <td>Instructional leadership (School Leadership)</td> <td>39%</td> <td>55%</td> </tr> </tbody> </table>	Variable (Module)	2021	Target 2024	Guaranteed and viable curriculum (School Climate)	56%	76%	Staff trust in colleagues (School Climate)	43%	65%	Teacher collaboration (School Climate)	37%	60%	Instructional leadership (School Leadership)	39%	55%	<p>12month target for Guaranteed and viable Curriculum from 72% to 75% 12month target for Staff trust in colleagues maintain at or above 78% 12month target for Teacher Collaboration from 65% to 75% 12month target for Instructional Leadership from 66% to 70%</p>
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Maximise all students' wellbeing and engagement in learning.	Yes	<p>Attitudes to School Survey:</p> <table border="1"> <thead> <tr> <th>Variable (Module)</th> <th>2021</th> <th>Target 2025</th> </tr> </thead> <tbody> <tr> <td>Stimulated learning</td> <td>79%</td> <td>85%</td> </tr> <tr> <td>Student voice and agency</td> <td>64%</td> <td>75%</td> </tr> </tbody> </table>	Variable (Module)	2021	Target 2025	Stimulated learning	79%	85%	Student voice and agency	64%	75%	<p>12 month target for Stimulated learning from 81% to 85% 12 month target for Student Voice and agency from 65% to 70%</p>						
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		<p>School Staff Survey:</p> <table border="1"> <thead> <tr> <th>Variable (Module)</th> <th>2021</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning – Evaluation – Overall score</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>Promote student ownership of learning goals (T&L – Implementation)</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>Focus on real life problems (T&L – Implementation)</td> <td>51%</td> <td>75%</td> </tr> </tbody> </table>	Variable (Module)	2021	Target	Teaching & Learning – Evaluation – Overall score	59%	75%	Promote student ownership of learning goals (T&L – Implementation)	59%	75%	Focus on real life problems (T&L – Implementation)	51%	75%	<p>12 month target for Teaching and Learning- Evaluation - Overall score maintain at or above 74% 12 month target for Promote student ownership of learning goals from 66% to 70% 12 month target for Focus on real life problems maintain at or above 76%</p>			
Variable (Module)	2021	Target																
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Goal 1	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.
12-month target 1.1-month target	<p>NAPLAN data -Exceeding in Numeracy in Year 3 from 52% to 60% NAPLAN data - Exceeding in Numeracy in Year 5 from 46 % to 55% NAPLAN data - Exceeding in Reading in Year 3 from 46% to 50% NAPLAN data - Exceeding in Reading in Year 5 from 55% to 60%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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 2024.	
Goal 2	Maximise the learning growth and achievement of all students.	
12-month target 2.1-month target	N/A	
12-month target 2.2-month target	Reading from 28.5% (A/B) to 40% Number and Algebra from 13% (A/B) to 30%	
12-month target 2.3-month target	12month target for Guaranteed and viable Curriculum from 72% to 75% 12month target for Staff trust in colleagues maintain at or above 78% 12month target for Teacher Collaboration from 65% to 75% 12month target for Instructional Leadership from 66% to 70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen whole-school approaches to curriculum planning for point of need teaching in Numeracy, Literacy and other curriculum areas.	Yes

KIS 2.b Excellence in teaching and learning	Build all teachers' capability in high impact teaching through evidence-based professional learning.	Yes
KIS 2.c Excellence in teaching and learning	Strengthen whole-school approach to assessment and moderation with a focus on translating knowledge of the International Baccalaureate to the Victorian Curriculum.	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.	We will continue to focus on a whole school approach to curriculum planning with a PLC approach. Evidence based teaching practices will be shared and included in planning with the use of data. Assessment practice will be refined and improved through a whole school approach to planning through PYP collaborative planning process, with the use of Victorian Curriculum. PLCs Collaboration Focus on reading and interdisciplinary learning Build teacher confidence Professional learning- establish a whole school approach	
Goal 3	Maximise all students' wellbeing and engagement in learning.	
12-month target 3.1-month target	12 month target for Stimulated learning from 81% to 85% 12 month target for Student Voice and agency from 65% to 70%	
12-month target 3.2-month target	12 month target for Teaching and Learning- Evaluation - Overall score maintain at or above 74% 12 month target for Promote student ownership of learning goals from 66% to 70% 12 month target for Focus on real life problems maintain at or above 76%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Empower students as active agents in their learning.	Yes
KIS 3.b Community engagement in learning	Deepen learning through global and local links.	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.

Student agency will be inclusive of the planning process and through learning engagements. Student learning goals will promote agency and voice. Student centered planning through data and analysis will drive the learning.

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	NAPLAN data -Exceeding in Numeracy in Year 3 from 52% to 60% NAPLAN data - Exceeding in Numeracy in Year 5 from 46 % to 55% NAPLAN data - Exceeding in Reading in Year 3 from 46% to 50% NAPLAN data - Exceeding in Reading in Year 5 from 55% to 60%
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Leadership team to review data to identify students who require additional support and those who require extension Leadership team to provide support to teachers to differentiate learning Apply strategies from the DE High- Ability toolkit Develop Disability Inclusion implementation strategy Implement Mathematics Curriculum 2.0 Familiarise with English Curriculum 2.0
Outcomes	Teachers can identify students who require additional support and extension Differentiated planning and teaching in English and Mathematics Teacher confidence to plan and teach Mathematics 2.0 Teacher's familiar with English Curriculum 2.0 IEPs are purposeful and differentiated learning is evident in planning documentation and classroom practice

Success Indicators	Curriculum planning data that shows differentiation and targeted teaching IEPs for identified students Mathematics planning documents reflect revised curriculum NAPLAN growth data Teacher Judgement data demonstrating growth PAT Attitudes to School Survey Standardised Receptive and Expressive Language Assessment			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Evaluate whole school and cohort data to identify students achieving 12 months below and above expected levels/ and or low growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Professional learning to build understanding of revised Mathematics and English curriculum 2.0	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
PLCs use data to identify students achieving 18 months ahead or expected standard. Focus on implementing targeted teaching strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement Victorian High Ability student learning program	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Disability Inclusion strategic planning that reflects funding guidelines and DE expectations	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal		to: Term 4	
Learning intervention for EAL students and other identified students requiring support	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Review IEP purpose and process	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage with DE resources and support to learn more about SWPBS	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Explore the role of Respectful Relationships within whole school approach to wellbeing Implement and review behaviour Management process (Major/Minor) and chronicle documentation Provide additional supports and resources to further enhance whole school approach to wellbeing and mental health Explore School Wide Positive Behaviour Support Develop Disability Inclusion implementation strategy			

Outcomes	Consistent language, understanding and practice of whole school approach to wellbeing and mental health Restorative practice reflects whole school wellbeing language Reduction in major behavioural issues Appropriate distribution of DI and Mental Health funding			
Success Indicators	Pulse data through Compass Student feedback through surveys Attitudes to School Survey ACER Social Emotional Wellbeing survey IEPs for identified students			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Explore Respectful Relationships content with PLAT and develop clear vision for implementation	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Modelling, mentoring and coaching for restorative practice with students and staff	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Regular analysis (with teaching teams) of pulse data to analyse trends to determine appropriate response.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate Schools Mental Health Fund to support student health, mental wellbeing for vulnerable students. This includes funding for nurse (wellbeing), Professional Learning (Real Schools & Resilience Project)	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$85,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional classroom support for vulnerable students provided by Educational Support staff.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Allocated resources and equipment for the student Wellbeing Hub.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise the learning growth and achievement of all students.			
12-month target 2.1 target	N/A			

12-month target 2.2 target	Reading from 28.5% (A/B) to 40% Number and Algebra from 13% (A/B) to 30%			
12-month target 2.3 target	12month target for Guaranteed and viable Curriculum from 72% to 75% 12month target for Staff trust in colleagues maintain at or above 78% 12month target for Teacher Collaboration from 65% to 75% 12month target for Instructional Leadership from 66% to 70%			
KIS 2.a Curriculum planning and assessment	Strengthen whole-school approaches to curriculum planning for point of need teaching in Numeracy, Literacy and other curriculum areas.			
Actions	Transdisciplinary curriculum planning Implementation of Instructional model in Reading Collaboration in team planning through PLC's			
Outcomes	Planning of reading incorporates authentic transdisciplinary links Specialist teachers using literature to make authentic connections across the curriculum Teachers know, understand and implement the instructional model in Reading Reading planning documentation indicates differentiation of student learning e.g. enablers and extenders PLCs build collaboration for effective team planning and use of data Leaders build teacher capability to plan for transdisciplinary learning			
Success Indicators	Planning documents Resources to support the implementation of the instructional model Evidence of student learning artefacts making connections across the disciplines (portfolio etc) Attitude To School Survey (motivated learning) Staff Opinion Survey (Teacher collaboration) Teacher judgement data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning - Phonemic Awareness - phonological awareness in junior school Sound Waves PL	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leading teacher(s)		to: Term 2	
Consistency and collaboration in teams with support from PLC and PYP leaders to ensure differentiation in planning docs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Team Leader opportunities to observe planning sessions and peer observation for staff in Reading Workshop implementation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Evidence-based high-impact teaching strategies	Build all teachers' capability in high impact teaching through evidence-based professional learning.			
Actions	Increase understanding of the Mount View instructional model with a focus on Reading Enhance teacher confidence to implement transdisciplinary learning Maximise PLCs for collaboration and consistency of practice Explore assessment practice and data literacy			
Outcomes	Teachers are engaged in the ongoing improvement of their practice Teachers will plan collaboratively and use the instructional model to guide teaching and learning Teachers have deeper curriculum knowledge Leaders will develop and implement professional learning that is collaborative, purposeful and targeted Students will participate in transdisciplinary learning experiences that are engaging and targeted to their individual needs. Sharing of teaching practice (reading and transdisciplinary learning) through video, learning walks, peer observation etc Provide differentiated professional learning for teachers and teaching teams			
Success Indicators	Teacher Judgement data showing learning growth Planning documentation Professional learning resources			

	Staff Survey- (teacher collaboration) Attitudes to School Survey- stimulated learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop whole school professional learning that prioritises differentiation to build understanding of the Instructional Model for reading	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implementation of peer observation approaches so that teachers can build their knowledge and confidence to use the instructional model	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement PLCs to build collaboration and knowledge of high impact teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support teaching teams to build curriculum knowledge and planning processes for high impact teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Maximise all students' wellbeing and engagement in learning.			
12-month target 3.1 target	12 month target for Stimulated learning from 81% to 85% 12 month target for Student Voice and agency from 65% to 70%			
12-month target 3.2 target	12 month target for Teaching and Learning- Evaluation - Overall score maintain at or above 74% 12 month target for Promote student ownership of learning goals from 66% to 70% 12 month target for Focus on real life problems maintain at or above 76%			

KIS 3.a Empowering students and building school pride	Empower students as active agents in their learning.			
Actions	Explore whole school approach to SVA Consistent language, understanding and practice of whole school approach to student voice and agency. Analysis of individual school AtoSS data. Identify areas of strength and areas for possible improvement.			
Outcomes	Leadership team can articulate a whole school vision for SVA Understanding of Attitudes to School data trends and impact on curriculum and pedagogy Some planning documentation reflects SVA			
Success Indicators	Attitudes To School Survey Class surveys (P-2) Curriculum planning Professional Learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct thorough analysis of ATOS and student learning data.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide targeted support to student cohort as identified with a focus on individual student goal setting	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Provide professional learning to teaching team of identified student cohort to build capability and understanding of student voice and agency (with a focus on goal setting).	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Conduct an analysis of student data and teacher confidence	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$18,424.80	\$18,424.00	\$0.80
Disability Inclusion Tier 2 Funding	\$133,386.13	\$120,000.00	\$13,386.13
Schools Mental Health Fund and Menu	\$106,417.43	\$106,500.00	-\$82.57
Total	\$258,228.36	\$244,924.00	\$13,304.36

Activities and milestones – Total Budget

Activities and milestones	Budget
Learning intervention for EAL students and other identified students requiring support	\$200,000.00
Explore Respectful Relationships content with PLAT and develop clear vision for implementation	\$2,000.00
Modelling, mentoring and coaching for restorative practice with students and staff	\$4,500.00
Regular analysis (with teaching teams) of pulse data to analyse trends to determine appropriate response.	\$5,000.00
Allocate Schools Mental Health Fund to support student health, mental wellbeing for vulnerable students. This includes funding for nurse (wellbeing), Professional Learning (Real Schools & Resilience Project)	\$85,000.00
Additional classroom support for vulnerable students provided by Educational Support staff.	\$120,000.00
Allocated resources and equipment for the student Wellbeing Hub.	\$6,000.00

Totals	\$422,500.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning intervention for EAL students and other identified students requiring support	from: Term 1 to: Term 2	\$18,424.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$18,424.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional classroom support for vulnerable students provided by Educational Support staff.	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$120,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Explore Respectful Relationships content with PLAT and develop clear vision for implementation	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Modelling, mentoring and coaching for restorative practice with students and staff	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Regular analysis (with teaching teams) of pulse data to analyse trends to determine appropriate response.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Allocate Schools Mental Health Fund to support student health, mental wellbeing for vulnerable students. This includes funding for nurse (wellbeing), Professional Learning (Real Schools & Resilience Project)	from: Term 1 to: Term 4	\$85,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Allocated resources and equipment for the student Wellbeing Hub.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$106,500.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Professional Learning mathematics 2.0	\$5,000.00

PLC data analysis support	\$5,000.00
Analysis of pulse data	\$6,000.00
Team leader classroom observation	\$5,000.00
Whole School PL including Peer observations	\$10,000.00
Totals	\$31,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning mathematics 2.0	from: Term 1 to: Term 4	\$0.00	
PLC data analysis support	from: Term 2 to: Term 4	\$0.00	
Analysis of pulse data	from: Term 2 to: Term 4		
Team leader classroom observation	from: Term 2 to: Term 4	\$0.00	
Whole School PL including Peer observations	from: Term 1	\$0.00	

	to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning mathematics 2.0	from: Term 1 to: Term 4	\$0.00	
PLC data analysis support	from: Term 2 to: Term 4	\$0.00	
Analysis of pulse data	from: Term 2 to: Term 4		
Team leader classroom observation	from: Term 2 to: Term 4	\$0.00	
Whole School PL including Peer observations	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
Professional Learning mathematics 2.0	from: Term 1 to: Term 4	\$0.00	
PLC data analysis support	from: Term 2 to: Term 4	\$0.00	
Analysis of pulse data	from: Term 2 to: Term 4		
Team leader classroom observation	from: Term 2 to: Term 4	\$0.00	
Whole School PL including Peer observations	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning to build understanding of revised Mathematics and English curriculum 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
PLCs use data to identify students achieving 18 months ahead or expected standard. Focus on implementing targeted teaching strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore Respectful Relationships content with PLAT and develop clear vision for implementation	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Modelling, mentoring and coaching for restorative practice with students and staff	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate Schools Mental Health Fund to support student health, mental wellbeing for vulnerable	<input checked="" type="checkbox"/> Leadership team	from: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

students. This includes funding for nurse (wellbeing), Professional Learning (Real Schools & Resilience Project)		to: Term 4				
Additional classroom support for vulnerable students provided by Educational Support staff.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocated resources and equipment for the student Wellbeing Hub.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop whole school professional learning that prioritises differentiation to build understanding of the Instructional Model for reading	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of peer observation approaches so that teachers can build their knowledge and confidence to use the instructional model	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement PLCs to build collaboration and knowledge of high impact teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Support teaching teams to build curriculum knowledge and planning processes for high impact teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to teaching team of identified student cohort to build capability and understanding of student voice and agency (with a focus on goal setting).	<input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site