

2024 Annual Implementation Plan

for improving student outcomes

Ballan Primary School (1435)



Ballan Primary School

Submitted for review by Lachlan Carlyle (School Principal) on 14 December, 2023 at 12:19 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 December, 2023 at 11:58 AM

Endorsed by Lisa Noll (School Council President) on 13 February, 2024 at 02:08 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	Evolving
	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	Excelling
	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	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	The school will use the recommendations from the SSP to plan and implement teaching learning and wellbeing strategies in 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
<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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student.	Yes	<p>NAPLAN Top two bands. By 2026, increase the percentage of Year 3 students assessed in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from 47% in 2022 to 55% • Writing from 29% in 2022 to 43% • Numeracy from 37% in 2022 to 39% <p>By 2026, increase the percentage of Year 5 students assessed in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Reading from 36% in 2022 to 38 % • Writing from 4% in 2022 to 18 % • Numeracy from 21% in 2022 to 25% <p>NAPLAN Benchmark Growth. By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 79% in 2022 to 81% • Numeracy from 60% in 2022 to 75% 	<p>READING NAPLAN Y3 and Y5 READING Exceeding or Strong (2023) Y3 = 50% (Target 55%) Y5 = 59% (Target to Maintain 59%) WRITING NAPLAN Y3 and Y5 WRITING Exceeding or Strong (2023) Y3 = 75% (Target Maintain 75%) Y5 = 65% (Target Maintain 65%) NUMERACY NAPLAN Y3 and Y5 Exceeding or Strong (2023) Y3 = 64% (Target 68%) Y5 = 65% (Target Maintain 65%)</p> <p>2024, NAPLAN assessment will demonstrate a maintained number of students represented in the Developing Band READING. 36% yr3 (2023), 24% yr5 (2023) 30% yr3 (2024), Maintain 24% yr5 (2024) WRITING 17% yr3 (2023), 24% yr5 (2023) NUMERACY 25% yr3</p>

		<p>By 2026, increase the percentage of Year 5 students assessed as above benchmark growth:</p> <ul style="list-style-type: none"> • Writing from 4% in 2022 to 16% 	<p>(2023), 24% yr5 (2023)23% yr3 (2024), Maintain 24% yr5 (2024)</p>
		<p>Teacher Judgement</p> <p>By 2026, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will be maintained:</p> <ul style="list-style-type: none"> • in Reading and Viewing at 84% (in 2022) • in Writing at 77% (in 2022) • in Number and Algebra at 85% (in 2022) 	<p>By the end of 2024, the number of Year 1-6 students assessed as marking below-expected growth against the Victorian Curriculum will decrease to Reading & Viewing WritingNumber** Data to be included using end of 2023 results</p>
		<p>Student Attitudes to School Survey</p> <p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the effective teaching practice for cognitive behaviour domain</p> <ul style="list-style-type: none"> • Stimulated learning from 74% in 2022 to 78% 	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain:In the effective teaching practice for cognitive behaviour domain•Stimulated learning 87% in 2023 - MaintainStudent voice and agency: 63% (2023) - Target 75%</p>
		<p>School Staff Survey</p> <p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 50% in 2022 to 75% • Teacher collaboration from 51% in 2022 to 70% • Staff trust in colleagues from 58% in 2022 to 79% <p>Teaching and learning - evaluation module from 43% in 2022 to 70%</p> <p>Teaching and learning - planning module from 47% in 2022 to 70%</p>	<p>By the end of 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in:School Climate module• Guaranteed and viable curriculum - 2023 to 80% - Maintain• Teacher collaboration from 63% in 2023 to 70% in 2024• Staff trust in colleagues from 56% in 2023 to 65% in 2024Professional learning through Peer Obs: 43% positive (2023) to 65% positiveTeaching and learning - evaluation module from 94% in 2023 - MaintainTeaching and learning - planning module from 100% in 2023 - Maintain</p>

Empower students in their wellbeing and learning.	Yes	<p>Student Attitudes to School Survey</p> <p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> • Sense of confidence from 69% in 2022 to 74% <p>In the Student Safety domain</p> <ul style="list-style-type: none"> • Managing bullying from 66% in 2022 to 70% <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness from 72% in 2022 to 75% <p>In the Teacher-Student Relations domain</p> <ul style="list-style-type: none"> • Teacher concern from 67% in 2022 to 73% 	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain:</p> <p>In the Learner Characteristics and Disposition domain• Sense of confidence 76% in 2023 to 80% in 2024</p> <p>In the Student Safety domain• Managing bullying 82% in 2023 - Maintain</p> <p>In the Social Engagement domain• Sense of connectedness 78% in 2023 - Maintain</p> <p>In the Teacher-Student Relations domain• Teacher concern 83% in 2023 - Maintain</p>
		<p>School Staff Survey</p> <p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Collective focus on student learning 79% in 2022 to 85% 	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in:</p> <p>School Climate module• Collective focus on student learning 91% in 2023 - Maintain</p>
		<p>Absences</p> <p>The percentage of students (P-6) with 20 or more days absent will decrease from 57% in 2022 to 40%</p>	<p>Maintain the current percentage of students (P-6) with 20 or more days absent - 18% 2023</p>
		<p>Parent Opinion Survey</p> <p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase in:</p> <ul style="list-style-type: none"> • Student cognitive engagement module from 72% in 2022 to 78% 	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase or maintain in:</p> <p>Student cognitive engagement module from 68% in 2023 to 75% in 2024</p>

Goal 2	Maximise the learning growth of every student.
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<p>12-month target 2.1-month target</p>	<p>READING NAPLAN Y3 and Y5 READING Exceeding or Strong (2023) Y3 = 50% (Target 55%) Y5 = 59% (Target to Maintain 59%)</p> <p>WRITING NAPLAN Y3 and Y5 WRITING Exceeding or Strong (2023) Y3 = 75% (Target Maintain 75%) Y5 = 65% (Target Maintain 65%)</p> <p>NUMERACY NAPLAN Y3 and Y5 Exceeding or Strong (2023) Y3 = 64% (Target 68%) Y5 = 65% (Target Maintain 65%)</p>
<p>12-month target 2.2-month target</p>	<p>2024, NAPLAN assessment will demonstrate a maintained number of students represented in the Developing Band</p> <p>READING. 36% yr3 (2023), 24% yr5 (2023) 30% yr3 (2024), Maintain 24% yr5 (2024)</p> <p>WRITING 17% yr3 (2023), 24% yr5 (2023)</p> <p>NUMERACY 25% yr3 (2023), 24% yr5 (2023) 23% yr3 (2024), Maintain 24% yr5 (2024)</p>
<p>12-month target 2.3-month target</p>	<p>By the end of 2024, the number of Year 1-6 students assessed as marking below-expected growth against the Victorian Curriculum will decrease to</p> <p>Reading & Viewing Writing</p>

	Number ** Data to be included using end of 2023 results	
12-month target 2.4-month target	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain: In the effective teaching practice for cognitive behaviour domain • Stimulated learning 87% in 2023 - Maintain Student voice and agency: 63% (2023) - Target 75%	
12-month target 2.5-month target	By the end of 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in: School Climate module • Guaranteed and viable curriculum - 2023 to 80% - Maintain • Teacher collaboration from 63% in 2023 to 70% in 2024 • Staff trust in colleagues from 56% in 2023 to 65% in 2024 Professional learning through Peer Obs: 43% positive (2023) to 65% positive Teaching and learning - evaluation module from 94% in 2023 - Maintain Teaching and learning - planning module from 100% in 2023 - Maintain	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Review and embed agreed instructional practices.	No
KIS 2.b Assessment	Strengthen practices to utilise data to inform differentiated teaching and learning.	Yes
KIS 2.c Assessment	Refine and embed practices to record and track student learning and wellbeing data.	Yes

<p>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.</p>	<p>After a successful school review in Term 2, some key points were put forward around the introduction of the new Literacy Teaching Model and the modifications of the Numeracy Teaching Model. Given these were areas we had already commenced work on, the leadership team felt it was important to continue this work, consolidating all staff's understanding of the theory and practical complexities of both models.</p> <p>Throughout 2024, the leadership team will be taking part in Intake 8 of the PLC training. Affording us the ability to strengthen our we utilise student data and tailor it to student needs.</p> <p>The work reviewing our instructional practices has taken place in 2023, therefore KIS 2.a will not be a core focus of our work moving forward this year, however support will be put in place via our PLC and planning teams to reinforce the embedding of new instructional practices.</p>
<p>Goal 3</p>	<p>Empower students in their wellbeing and learning.</p>
<p>12-month target 3.1-month target</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain:</p> <p>In the Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> • Sense of confidence 76% in 2023 to 80% in 2024 <p>In the Student Safety domain</p> <ul style="list-style-type: none"> • Managing bullying 82% in 2023 - Maintain <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness 78% in 2023 - Maintain <p>In the Teacher-Student Relations domain</p> <ul style="list-style-type: none"> • Teacher concern 83% in 2023 - Maintain
<p>12-month target 3.2-month target</p>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Collective focus on student learning 91% in 2023 - Maintain
<p>12-month target 3.3-month target</p>	<p>Maintain the current percentage of students (P-6) with 20 or more days absent - 18% 2023</p>

12-month target 3.4-month target	By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase or maintain in: Student cognitive engagement module from 68% in 2023 to 75% in 2024	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Engagement	Build student capacity to set challenging learning goals and monitor their own growth.	Yes
KIS 3.b Support and resources	Review and strengthen the whole school approach to wellbeing.	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.	<p>Over the past 2 years, through the employment of the Assistant Principal (Wellfair), we have made some very large gains in the area of Disability Inclusion and student mental health support. Throughout this time, the AP has worked closely with regional staff, and in 2023 this will include the DE service (inclusion coach) to establish consistent approaches across the school. The feedback for the school review positively reflected the work completed over the past 2 years.</p> <p>The leadership team decided to continue to focus on the work that we have started regarding supporting all students in the classroom, as well as the implementation of various tiered supports. We felt another year of consolidation would ensure consistency across the school, but also allow time for leadership to work with individual staff to support their learning and implementation needs.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>READING NAPLAN Y3 and Y5 READING Exceeding or Strong (2023) Y3 = 50% (Target 55%) Y5 = 59% (Target to Maintain 59%)</p> <p>WRITING NAPLAN Y3 and Y5 WRITING Exceeding or Strong (2023) Y3 = 75% (Target Maintain 75%) Y5 = 65% (Target Maintain 65%)</p> <p>NUMERACY NAPLAN Y3 and Y5 Exceeding or Strong (2023) Y3 = 64% (Target 68%) Y5 = 65% (Target Maintain 65%)</p>
12-month target 2.2 target	<p>2024, NAPLAN assessment will demonstrate a maintained number of students represented in the Developing Band</p> <p>READING. 36% yr3 (2023), 24% yr5 (2023) 30% yr3 (2024), Maintain 24% yr5 (2024)</p> <p>WRITING 17% yr3 (2023), 24% yr5 (2023)</p> <p>NUMERACY 25% yr3 (2023), 24% yr5 (2023) 23% yr3 (2024), Maintain 24% yr5 (2024)</p>

<p>12-month target 2.3 target</p>	<p>By the end of 2024, the number of Year 1-6 students assessed as marking below-expected growth against the Victorian Curriculum will decrease to</p> <p>Reading & Viewing Writing Number ** Data to be included using end of 2023 results</p>
<p>12-month target 2.4 target</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain:</p> <p>In the effective teaching practice for cognitive behaviour domain</p> <ul style="list-style-type: none"> • Stimulated learning 87% in 2023 - Maintain <p>Student voice and agency: 63% (2023) - Target 75%</p>
<p>12-month target 2.5 target</p>	<p>By the end of 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum - 2023 to 80% - Maintain • Teacher collaboration from 63% in 2023 to 70% in 2024 • Staff trust in colleagues from 56% in 2023 to 65% in 2024 <p>Professional learning through Peer Obs: 43% positive (2023) to 65% positive</p> <p>Teaching and learning - evaluation module from 94% in 2023 - Maintain</p> <p>Teaching and learning - planning module from 100% in 2023 - Maintain</p>
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen practices to utilise data to inform differentiated teaching and learning.</p>

Actions	<p>Literacy - Develop and embed a whole school-shared approach to the planning, teaching and assessment of Structured Literacy - Supported by PLC initiatives</p> <p>Numeracy - Develop and embed a whole school-shared approach to the planning, teaching and assessment of Numeracy - Supported by PLC initiatives</p>
Outcomes	<p>Increased outcomes for students include:</p> <ul style="list-style-type: none"> * Access to targeted learning (Both) * Greater understanding of what they are learning and why (Both) * less cognitive overload and the ability to quickly problem solve (N) * understanding of the basics of words and learning to read / how to read (L) * spelling accuracy in writing, including greater awareness of word building (L) * extended vocab used in written pieces * understanding of where their learning is and what learning is next (B) * student voice when discussing and implementing learning change in literacy * understanding of where their learning is and what learning is next * student voice when discussing and implementing learning change in literacy <p>Increased outcomes for teacher include:</p> <ul style="list-style-type: none"> * an introduction of explicit phonics instruction into reading sessions * a consistent approach to the teaching of spelling across the school * understanding of, and ability to use, data to inform teaching and learning (Both) * designated time to work collaboratively to improve student learning (Both) * Clear direction for all students' learning needs (Both) * Increased ability to identify learning gaps and align new scopes of implementation linked to cohort learning needs (Both) * Increased knowledge of, and ability to, deliver a consistent approaches across the school (both) * Increased capacity and understanding of how to effectively cater for high-ability students (both) * Collaborative communication between classroom teacher and intervention programs (Both) * Increased confidence in the teaching and assessment in Numeracy (N) * Mental Maths will allow for the ongoing assessment of Numeracy (N) <p>Increased outcomes for leadership include:</p> <ul style="list-style-type: none"> * Fluid and comprehensive scope and sequences across the school * Ongoing learning walks to observe teaching and learning in the classroom * Access to more timely data and have time for regular analysis * Implement processes that best support students with high abilities to allow teachers to teach * coaching and mentoring, including the use of coaching cycles * facilitation of protected time to develop evidence-based best practice across all priority literacy areas (L)

	<ul style="list-style-type: none"> * ability to investigate, implement, and monitor whole school change of practice in targeted literacy approaches (L) * understanding of where all student learning is at on a regular basis * capacity to support staff in developing areas of identified learning <p>Outcomes for the community include an increase in:</p> <ul style="list-style-type: none"> * a love of learning fostered through community-based programs * an understanding of school-based programs and the impact on student learning * Greater understand of the cohort's key learning foci and how teachers are supporting learning * Increased communication between home and school around intervention / extension programs 			
Success Indicators	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> * Checklists * Trackable student learning growth * Achievements of regular IEP goals * increased student ability to articulate their learning * ongoing formative assessments * classroom data <p>LATE INDICATORS</p> <ul style="list-style-type: none"> * Essential Assessment results * Teacher judgement / triangulation of data * PAT Maths/Read * Reduction of students identified at risk based on DIBLES assessment * NAPLAN results * Staff opinion survey results will increase in designated areas 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Sounds Write training 3x staff	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to imbed a formalised framework for peer observation, coaching and feedback cycles across the whole school	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provisions for Professional Development in Literacy and Numeracy, including, but not limited to, teachers sharing classroom practice	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Refine and embed practices to record and track student learning and wellbeing data.			
Actions	Student Learning - Develop and embed a whole school-shared approach to the planning, teaching, and assessment Wellbeing - Develop and embed a whole school-shared approach to the planning, teaching, and assessment			
Outcomes	<p>Increased outcomes for students include:</p> <ul style="list-style-type: none"> * Access to targeted learning where they feel comfortable working at their individual levels * Greater understanding of what they are learning and why * Less cognitive overload and being able to quickly problem-solve <p>Increased outcomes for staff include:</p> <ul style="list-style-type: none"> * Clear direction for all students learning needs * Increased confidence in the teaching and assessment of Numeracy * Increased ability to identify learning gaps and align new scopes of implementation linked to cohort learning needs * Increased knowledge of, and ability to, deliver a consistent Numeracy approach across the school * Increased capacity and understanding of how to effectively cater for high-ability students * Collaborative communication between the classroom teachers and intervention programs <p>Increased outcomes for leadership include:</p> <ul style="list-style-type: none"> * Fluid and comprehensive scope and sequences across the school 			

	<ul style="list-style-type: none"> * Ongoing peer obs to observe teaching and learning in the classroom * Access to more timely data and time for regular analysis * Implement processes that best support students with high abilities to allow teachers to teach <p>Increased outcomes for the community include:</p> <ul style="list-style-type: none"> * Access to numeracy games that can be played at home * Greater understanding of the cohort's key learning foci and how teachers are supporting learning * Input will be heard and valued * Continued communication between home and school around intervention/extension programs 			
Success Indicators	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> * Checklists * Trackable student learning growth * Achievements of regular IEP goals * increased student ability to articulate their learning * ongoing formative assessments * classroom data <p>LATE INDICATORS</p> <ul style="list-style-type: none"> * Essential Assessment results * Teacher judgement/triangulation of data * PAT Maths/Read * Reduction of students identified at risk based on DIBLES assessment * NAPLAN results * Staff opinion survey results will increase in designated areas 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continued investment into SWPBS outcomes and school artifacts Provisions for the development and implementation of school based Tiered Intervention Supports	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,294.44 <input checked="" type="checkbox"/> Equity funding will be used
Further investment into DIBELS platform school wide	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
CRT coverage for leadership to investigate next/best practice for data gathering in our local network for wellbeing and welfare data.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Empower students in their wellbeing and learning.			
12-month target 3.1 target	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase or maintain:</p> <p>In the Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> • Sense of confidence 76% in 2023 to 80% in 2024 <p>In the Student Safety domain</p> <ul style="list-style-type: none"> • Managing bullying 82% in 2023 - Maintain <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness 78% in 2023 - Maintain <p>In the Teacher-Student Relations domain</p> <ul style="list-style-type: none"> • Teacher concern 83% in 2023 - Maintain 			
12-month target 3.2 target	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase or maintain in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Collective focus on student learning 91% in 2023 - Maintain 			
12-month target 3.3 target	Maintain the current percentage of students (P-6) with 20 or more days absent - 18% 2023			
12-month target 3.4 target	By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase or maintain in:			

	Student cognitive engagement module from 68% in 2023 to 75% in 2024
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
Actions	Continue to develop and embed a whole school approach to student engagement and agency
Outcomes	<p>Increased outcomes for students include:</p> <ul style="list-style-type: none"> * increase in academic and social outcomes <p>Increase outcomes for teachers include:</p> <ul style="list-style-type: none"> * increased time to teach as less focus is on student voice * increased knowledge and ability to foster teacher initiatives based on wellbeing <p>Increased outcomes for leadership include:</p> <ul style="list-style-type: none"> * clear communication across the school and community * support students at risk to develop their self-worth <p>Increase outcomes for the community include:</p> <ul style="list-style-type: none"> * parental phone calls that discuss the positives of their child's school outcomes * greater depth of conversations around student growth and outcomes
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * an increase in student ability to self-manage their expectations and learning journey * school-based records of student goals reviewed regularly <p>Late Indicators</p> <ul style="list-style-type: none"> * ATOSS data * parent opinion data * feedback from students, staff and community

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continued support via CRT hiring to release staff to undertake SSG and ILP process with support from the Assistant Principal	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
CRT hiring to support and cover staff who will be working closely with our inclusion coach in 2024	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and strengthen the whole school approach to wellbeing.			
Actions	Continue to develop and embed a whole school approach to student engagement and wellbeing			
Outcomes	<p>Increased outcomes for students include:</p> <ul style="list-style-type: none"> * increased levels of resilience, kindness, empathy, tolerance and understanding * increased understanding of rights, responsibilities and resilience * increase in academic and social outcomes * increased ability to deal with situations involving friendships and school-based conflicts * increased connectedness to school and friendship groups <p>Increase outcomes for teachers include:</p> <ul style="list-style-type: none"> * increased time to teach as less focus is on behavioural issues * increased knowledge and ability to foster teacher initiatives based around wellbeing * increased understanding of how students learning in different ways, including a trauma informed approach to education 			

	<p>Increased outcomes for leadership include:</p> <ul style="list-style-type: none"> * conflict resolution strategies implemented for whole school (students and staff) * clear communication across the school and community * support students at risk to develop their self-worth * decrease in time dealing with behavioural issues and increased time with students on positive matters <p>Increase outcomes for the community include:</p> <ul style="list-style-type: none"> * kind citizens in the community * parental phone calls that discuss the positives of their child's school day * access to parent information sessions based around wellbeing and school-based initiatives 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * a decrease in reported incidents of negative behaviour (XUNO) * an increase in student ability to self-manage their emotions * a decrease in parent complaints around other children's behaviour (XUNO) * school-based records of behaviours reviewed regularly (XUNO) <p>Late Indicators</p> <ul style="list-style-type: none"> * ATOSS data * parent opinion data * take up initiative and school-based interventions and supports * feedback from students, staff and community 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employee external OT's to provide weekly/FN therapy to small groups of students identifies with a disability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,242.09 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Assitant Principal Wage - Disability inclusion portfolio and welfare portfolio	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Additional ES staffing allotment	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,185.76 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Retaining current ES staff attached to funding	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,335.04 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$72,294.44	\$72,294.44	\$0.00
Disability Inclusion Tier 2 Funding	\$157,520.80	\$157,520.80	\$0.00
Schools Mental Health Fund and Menu	\$36,242.09	\$36,242.09	\$0.00
Total	\$266,057.33	\$266,057.33	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Sounds Write training 3x staff	\$3,000.00
Continue to imbed a formalised framework for peer observation, coaching and feedback cycles across the whole school	\$3,000.00
Provisions for Professional Development in Literacy and Numeracy, including, but not limited to, teachers sharing classroom practice	\$25,000.00
Continued investment into SWPBS outcomes and school artifacts Provisions for the development and implementation of school based Tiered Intervention Supports	\$28,294.44
Further investment into DIBELS platform school wide	\$5,000.00
CRT coverage for leadership to investigate next/best practice for data gathering in our local network for wellbeing and welfare data.	\$3,000.00

Continued support via CRT hiring to release staff to undertake SSG and ILP process with support from the Assistant Principal	\$5,000.00
CRT hiring to support and cover staff who will be working closely with our inclusion coach in 2024	\$5,000.00
Employee external OT's to provide weekly/FN therapy to small groups of students identifies with a disability	\$36,242.09
Assitant Principal Wage - Disability inclusion portfolio and welfare portfolio	\$100,000.00
Additional ES staffing allotment	\$37,185.76
Retaining current ES staff attached to funding	\$15,335.04
Totals	\$266,057.33

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Sounds Write training 3x staff	from: Term 1 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Continue to imbed a formalised framework for peer observation, coaching and feedback cycles across the whole school	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provisions for Professional Development in Literacy and Numeracy, including, but not limited to, teachers sharing classroom practice	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Continued investment into SWPBS outcomes and school artifacts Provisions for the development and implementation of school based Tiered Intervention Supports	from: Term 1 to: Term 4	\$28,294.44	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Further investment into DIBELS platform school wide	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
CRT coverage for leadership to investigate next/best practice for data gathering in our local network for wellbeing and welfare data.	from: Term 1 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> CRT
Continued support via CRT hiring to release staff to undertake SSG and ILP process with support from the Assistant Principal	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$72,294.44	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
CRT hiring to support and cover staff who will be working closely with our inclusion coach in 2024	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Assitant Principal Wage - Disability inclusion portfolio and welfare portfolio	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •

	to: Term 4		
Additional ES staffing allotment	from: Term 1 to: Term 4	\$37,185.76	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Retaining current ES staff attached to funding	from: Term 1 to: Term 4	\$15,335.04	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$157,520.80	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employee external OT's to provide weekly/FN therapy to small groups of students identifies with a disability	from: Term 1 to: Term 4	\$36,242.09	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$36,242.09	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Sounds Write training 3x staff	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Continue to imbed a formalised framework for peer observation, coaching and feedback cycles across the whole school	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provisions for Professional Development in Literacy and Numeracy, including, but not limited to, teachers sharing classroom practice	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
CRT hiring to support and cover staff who will be working closely with our inclusion coach in 2024	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	Inclusion Coach	
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