2023 Annual Implementation Plan

for improving student outcomes

Cairnlea Park Primary School (1434)

Submitted for review by Lesley Besanko (School Principal) on 15 December, 2022 at 01:21 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 15 December, 2022 at 01:27 PM
Endorsed by Sandy Gregg (School Council President) on 15 December, 2022 at 01:48 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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	

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	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	

Enter your reflective comments	From our data it is evidence that teachers and students are back on track and growth is being display as pre COVID. In 2022 we have been involved in DET PLC training and we have further developed the CPPS PLC model and worked with each team to implement the PLC cycle.
Considerations for 2023	From our data analysis our work will be cnetred around: Embedding PLC

	Data analysis and use of data Collaboration Wellbeing Student learning in literacy and numeracy but with a increased focus on numeracy
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 3	Improve the student learning outcomes in literacy
Target 3.1	By 2024, increase the percentage of students in the top 2 bands of NAPLAN writing for Year 5 from 17% in 2019 to 25% in 2024
Target 3.2	By 2024, increase the percentage of students with high benchmark growth for NAPLAN writing from 20% in 2019 to 24% in 2024
Target 3.3	By 2024, increase the percentage of student with medium and high benchmark growth in reading from 79% in 2019 to 85% in 2024

Target 3.4	By 2024, increase the percentage of students making high expected growth using teacher judgement for reading from 18% in 2019 to 25% in 2024 and for writing from 13% in 2019 to 20% in 2024
Key Improvement Strategy 3.u Building practice excellence	Develop the pedagogical skills of teachers to embed a whole-school approach to the teaching of reading and writing
Key Improvement Strategy 3.ay Curriculum planning and assessment	Strengthen formative assessment practices
Key Improvement Strategy 3.az Building practice excellence	Develop a professional learning team process that engages teachers in a reflective cycle of planning, pedagogy and assessment using evidence-based strategies
Goal 4	Improve the student learning outcomes in numeracy
Target 4.1	By 2024, increase the percentage of students with NAPLAN high benchmark growth for numeracy from 21% in 2019 to 30% in 2024
Target 4.2	By 2024, increase the percentage of students making at or above expected growth using teacher judgement data for number and algebra from 81% in 2019 to 85% in 2024
Target 4.3	By 2024, increase the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 from 26% in 2019 to 32% in 2024
Key Improvement Strategy 4.a	Develop teacher curriculum knowledge to confidently move students along the numeracy continuum

Curriculum planning and assessment	
Key Improvement Strategy 4.b Building practice excellence	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Develop and embed the use of rubrics for the essential learnings in numeracy to support students to be self-regulated learners
Goal 5	Empower students to have agency in their learning
Target 5.1	By 2024, increase the percentage positive endorsement on the SSS for: • collective efficacy from 78% in 2019 to 81% in 2024 • seek feedback to improve from 73% in 2019 to 81% in 2024 • professional learning through peer observation and feedback from 44% in 2019 to 55% in 2024
Target 5.2	By 2024, increase the percentage positive response on the AtoS for: • sense of confidence from 87% in 2019 to 89% in 2024 • student voice and agency from 77% in 2019 to 84% in 2024 • effective classroom behaviour from 83% in 2019 to 86% in 2024
Target 5.3	By 2024, increase the percentage positive response on the POS for: • effective teaching from 82% in 2019 to 88% in 2024 • student voice and agency from 77% in 2019 to 82% in 2024

	• student motivation and support from 81% in 2019 to 88% in 2024
Key Improvement Strategy 5.a Empowering students and building school pride	Develop a shared understanding of student voice and agency, and the pedagogy that supports it
Key Improvement Strategy 5.b Building practice excellence	Build the capabilities of teachers to plan and implement classroom practices that support students to take responsibility for their learning
Key Improvement Strategy 5.c Empowering students and building school pride	Develop the capabilities of students to set goals, monitor their progress and provide feedback about their learning

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.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	In 2023 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 89% for writing and 93% for number. Increase sense of confidence in students to 78%
Improve the student learning outcomes in literacy	Yes	By 2024, increase the percentage of students in the top 2 bands of NAPLAN writing for Year 5 from 17% in 2019 to 25% in 2024	Maintain the top 2 bands of NAPLAN in Grade 5 in writing at 25% or above
		By 2024, increase the percentage of students with high benchmark growth for NAPLAN writing from 20% in 2019 to 24% in 2024	We have no benchmark growth for this cohort due to students not undertaking NAPLAN in Grade 3
		By 2024, increase the percentage of student with medium and high benchmark growth in reading from 79% in 2019 to 85% in 2024	In 2023 increase the percentage of student with medium and high benchmark growth in reading to 80%
		By 2024, increase the percentage of students making high expected growth using teacher judgement for reading from 18% in 2019 to 25% in 2024 and for writing from 13% in 2019 to 20% in 2024	By 2023, increase the percentage of students making high expected growth using teacher judgement for reading 20% and for writing from 16%.

Improve the student learning outcomes in numeracy	Yes	By 2024, increase the percentage of students with NAPLAN high benchmark growth for numeracy from 21% in 2019 to 30% in 2024	By 2023, increase the percentage of students with NAPLAN high benchmark 23%.
		By 2024, increase the percentage of students making at or above expected growth using teacher judgement data for number and algebra from 81% in 2019 to 85% in 2024	By 2023, maintain the percentage of students making at or above expected growth using teacher judgement data at 85%.
		By 2024, increase the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 from 26% in 2019 to 32% in 2024	By 2023, maintain the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 at 32%
Empower students to have agency in their learning	Yes	By 2024, increase the percentage positive endorsement on the SSS for: • collective efficacy from 78% in 2019 to 81% in 2024 • seek feedback to improve from 73% in 2019 to 81% in 2024 • professional learning through peer observation and feedback from 44% in 2019 to 55% in 2024	By 2023, increase the percentage positive endorsement on the SSS for: collective efficacy to be at 78%seek feedback to improve to be 79% professional learning through peer observation and feedback to be 45%
		By 2024, increase the percentage positive response on the AtoS for: • sense of confidence from 87% in 2019 to 89% in 2024 • student voice and agency from 77% in 2019 to 84% in 2024 • effective classroom behaviour from 83% in 2019 to 86% in 2024	By 2023, increase the percentage positive response on the AtoS for: sense of confidence to be 87%student voice and agency to be 77%effective classroom behaviour to be 83%
		By 2024, increase the percentage positive response on the POS for: • effective teaching from 82% in 2019 to 88% in 2024 • student voice and agency from 77% in 2019 to 82% in 2024 • student motivation and support from 81% in 2019 to 88% in 2024	This will be a KIS

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	In 2023 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 89% for writing and 93% for number. Increase sense of confidence in students to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	**Improve the student learning outcomes in literacy**	
12 Month Target 3.1	Maintain the top 2 bands of NAPLAN in Grade 5 in writing at 25% or above	
12 Month Target 3.2	We have no benchmark growth for this cohort due to students not undertaking NAPLAN in Grade 3	
12 Month Target 3.3	In 2023 increase the percentage of student with medium and high benchmark growth in reading to 80%	
12 Month Target 3.4	By 2023, increase the percentage of students making high expected growth using teacher judgement for reading 20% and for writing from 16%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.u Building practice excellence	Develop the pedagogical skills of teachers to embed a whole-school approach to the teaching of reading and writing	Yes
KIS 3.ay Curriculum planning and assessment	Strengthen formative assessment practices	Yes
KIS 3.az Building practice excellence	Develop a professional learning team process that engages teachers in a reflective cycle of planning, pedagogy and assessment using evidence-based strategies	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.	Due to the change over of staff and COVID in the past few years, we have identified inconsistency in the pedagogical skills and assessment practices of teachers.	

Goal 4	**Improve the student learning outcomes in numeracy**
12 Month Target 4.1	By 2023, increase the percentage of students with NAPLAN high benchmark 23%.
12 Month Target 4.2	By 2023, maintain the percentage of students making at or above expected growth using teacher judgement data at 85%.
12 Month Target 4.3	By 2023, maintain the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 at 32%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Curriculum planning and assessment	Develop teacher curriculum knowledge to confidently move students along the numeracy continuum	Yes

KIS 4.b Building practice excellence	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student	Yes
KIS 4.c Intellectual engagement and self-awareness	Develop and embed the use of rubrics for the essential learnings in numeracy to support students to be self-regulated learners	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.	Due to the change over of staff and COVID in the past few years, we have identified inconsistency in the pedagogical skills and assessment practices of teachers. This is also a DET priority.	

Goal 5	Empower students to have agency in their learning	
12 Month Target 5.1	By 2023, increase the percentage positive endorsement on the SSS for: collective efficacy to be at 78% seek feedback to improve to be 79% professional learning through peer observation and feedback to be 45%	
12 Month Target 5.2	By 2023, increase the percentage positive response on the AtoS for: sense of confidence to be 87% student voice and agency to be 77% effective classroom behaviour to be 83%	
12 Month Target 5.3	This will be a KIS	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 5.a	Develop a shared understanding of student voice and agency, and the pedagogy that supports it	Yes

Empowering students and building school pride		
KIS 5.b Building practice excellence	Build the capabilities of teachers to plan and implement classroom practices that support students to take responsibility for their learning	No
KIS 5.c Empowering students and building school pride	Develop the capabilities of students to set goals, monitor their progress and provide feedback about their learning	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.	This data is low in the ATOSS and due to COVID we need to prioritise to improve results.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	In 2023 the percentage of students at or above expected level using teacher judgement will be at or above 94% for reading, 89% for writing and 93% for number. Increase sense of confidence in students to 78%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Continue to build understanding and strengthen PLC processes to support teacher collaboration, reflection and teaching practice. • Embed revised Instructional Model and non-negotiables • Develop a whole school professional learning plan for literacy and numeracy including 1 to 1 coaching. • Refine and implement enrichment programs. • Develop consistent approaches to formative assessment. • Collaborate with ES and other teaching staff to assess learning and map progress against ILP/LSP goals.
Outcomes	• PLCs will meet to engage in reflective practice, evaluate and plan curriculum and assessment. • Teachers will consistently and explicitly implement the school's instructional model and non-negotiables. • Teachers will share knowledge and skills from coaching sessions with PLC members. • Students in need of targeted academic support or extension will be identified and supported through classroom differentiation, tutoring, and extension programs. • Students will have personal learning goals and will know their next steps to progress their learning.
Success Indicators	• Teachers' formative assessment data and teacher judgement. • A documented assessment schedule and evidence of teachers inputting data and moderating assessments. • Evidence in planners. • Evidence in classroom practice. • Assessment data and student surveys from tutoring, intervention and extension groups.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Refine processes for regular moderation of assessment.	☑ All Staff ☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish criteria for identifying students requiring individual and tailored support.	☑ All Staff ☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Data Coach to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

	☑ Data Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	• Ensure all students engage in all areas of the curriculum. • Build the capabilities of teachers to plan and implement classroom practices that support student wellbeing. • Strengthen in-class relationships through group learning activities.			
Outcomes	• Teachers and leaders will identify at-risk students and provide targeted support in a timely manner. • Teachers and leaders will integrate social-emotional learning into school practice. • Teachers will implement and model consistent routines. • Students will develop strong relationships with peers, teachers and ES. • Students will be able to actively monitor their wellbeing and seek support at school when necessary. • Wellbeing team will directly support students' wellbeing by providing referrals and promoting positive wellbeing.			
Success Indicators	• Curriculum documentation reflects social and emotional learning. • AToSS factor sense of confidence • School based wellbeing surveys. • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.			
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Whole school wellbeing program	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,400.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Lunch time clubs.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Respectful Relationships	☑ All Staff ☑ Leadership Team ☑ PLC Leaders ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|
| Student recognition - Principal's Morning Tea, Star of the Week, Principal's Award | ☑ All Staff
☑ Leadership Team
☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $5,100.00

☑ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items | |
| Employ Mental Health and Wellbeing Leader | ☑ Assistant Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $97,000.00

☑ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☑ Schools Mental Health Menu items will be used which | |

				may include DET funded or free items
Continue enrichment programs for Numeracy, Literacy and specialist areas	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Transition, Community and Student Engagement Leader to support and implement student well being programs.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$123,257.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Improve the student learning outcomes in literacy
12 Month Target 3.1	Maintain the top 2 bands of NAPLAN in Grade 5 in writing at 25% or above

12 Month Target 3.2	We have no benchmark growth for this cohort due to students not undertaking NAPLAN in Grade 3
12 Month Target 3.3	In 2023 increase the percentage of student with medium and high benchmark growth in reading to 80%
12 Month Target 3.4	By 2023, increase the percentage of students making high expected growth using teacher judgement for reading 20% and for writing from 16%.
KIS 3.u Building practice excellence	Develop the pedagogical skills of teachers to embed a whole-school approach to the teaching of reading and writing
Actions	• Deliver professional learning to increase pedagogical knowledge. • Support teachers to refine their practice through the PLC process. • Provide one on one coaching to refine pedagogical skills.
Outcomes	• Teachers discussing the most effective instructional approaches. • Consistency in teaching approaches across classrooms. • Teachers accessing and discussing professional learning resources. • Teachers collaborating to design effective lessons.
Success Indicators	• Evidence of instructional approaches in planners. • Evidence in classroom practice. • Professional learning related to the PLC cycle. • Evidence in coaching feedback notes.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide one on one coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Survey staff to develop a professional learning plan.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assign a knowledgeable other to support PLCs with the inquiry process.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

Schedule professional learning sessions.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3.ay Curriculum planning and assessment	Strengthen formative assessment practices
Actions	• Build staff capacity to analyse students' data. • Build staff capacity to plan for differentiation based on student data. • Build staff capacity to teach at students' point of need.
Outcomes	• Ongoing collection of formative assessment embedded in classroom practice. • Teachers use data to plan for learning. • Classroom teaching targets students at their point of need. ' • Teachers discussing the specific learning needs of students. • Teachers collaborating to plan differentiated programs.
Success Indicators	• Work programs show evidence of planning for differentiation. • Evidence in classroom practice.

	• Evidence in PLC cycle documentation. • Evidence in coaching feedback notes.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Model the use of formative assessment through coaching.	☑ Curriculum Co-ordinator (s) ☑ Data Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Model how to differentiate by choice of content and instructional practice.	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Provide professional learning sessions.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise time in PLC meetings to discuss individual student data.	☑ All Staff ☑ Data Leader ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assign a knowledgeable other to support PLCs with the inquiry process.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the use of data protocols.	☑ All Staff ☑ Data Leader	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3.az Building practice excellence	Develop a professional learning team process that engages teachers in a reflective cycle of planning, pedagogy and assessment using evidence-based strategies
Actions	• Continue to build understanding and strengthen PLC processes to support teacher collaboration, reflection and teaching practice. • Consolidate understanding of the Instructional Model and how it relates to literacy. • Build understanding of evidence based strategies.
Outcomes	•Teachers use the improvement cycle to collaboratively implement PLC inquiry cycles. • Classroom teaching reflects Instructional Model.

	• Evidence based strategies implemented in classroom practice.

Success Indicators	• Work programs reflect the Instructional Model. • Evidence in classroom practice. • Evidence in PLC cycle documentation.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Prioritise time for the PLC process.	☑ All Staff ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning and support in implementing the Instructional Model.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

					will be used which may include DET funded or free items
Provide one on one coaching.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review understanding of PLC processes.	☑ All Staff ☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Assign a knowledgeable other to support PLCs with the inquiry process.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Improve the student learning outcomes in numeracy
12 Month Target 4.1	By 2023, increase the percentage of students with NAPLAN high benchmark 23%.
12 Month Target 4.2	By 2023, maintain the percentage of students making at or above expected growth using teacher judgement data at 85%.
12 Month Target 4.3	By 2023, maintain the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 at 32%
KIS 4.a Curriculum planning and assessment	Develop teacher curriculum knowledge to confidently move students along the numeracy continuum
Actions	• Build staff capacity through professional learning, the PLC process, coaching and collaboration. • Develop a whole school professional learning plan in Numeracy. • Refine consistent assessment and data moderation practices.
Outcomes	Students • Students will receive targeted support differentiated for their needs.

	• Students will articulate their current learning, learning goals and next steps.
	Teachers
	• Teachers will engage in reflective practice, plan curriculum and evaluate assessments.
	• Teachers understand and explicitly use differentiated learning activities to cater for all students.
	• Teachers will demonstrate knowledge of student numeracy outlined in the Victorian Curriculum.
	• Teachers meet regularly to collaborate about curriculum and assessment data.
	Leaders
	• Leaders support teachers to differentiate numeracy learning practices.
	• Leaders provide clear expectations and support of ongoing monitoring of student learning.
	• Leaders will provide coaching to support teachers and PLC members.
	• Leaders provide professional learning sessions for teachers at point of need.
	• Leaders will provide expertise in guiding teachers in implementing the numeracy continuum.
Success Indicators	• Teachers' will utilize formative assessment data and make accurate teacher judgements.
	• Curriculum documentation shows evidence of planning for differentiation.
	• Classroom practice observations show evidence of differentiation and continuum knowledge.
	• PLC observations show understanding of numeracy content and continuum knowledge.
	• Collaborate with teaching support staff (TLI, ES, Allied Health) to assess learning and progress against goals.
	• Leaders will oversee and implement high ability and enrichment programs.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Design professional learning	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule shared planning time for collaboration	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for coaching	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide high ability and enrichment programs for Years 3-6	☑ Literacy Leader	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise peer observations	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority		from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide PLC support	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority		from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.b Building practice excellence	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student				
Actions	Build staff capacity to apply the instructional model to promote differentiation in numeracy				
Outcomes	Students • Students can articulate learning intentions and recognize success criteria • Students identify learning goals with support Teachers • Teachers consistently implement the school's instructional model in numeracy • Teachers explicitly teach and model numeracy strategies • Teachers provide targeted support and feedback to students • Teachers guide students to set learning goals Leaders • Leaders coach and mentor teachers to embed the CPPS instructional model and non negotiables • Leaders support staff to apply the instructional model through peer observation and professional learning				
Success Indicators	• Instructional model displayed in all classrooms. • Classroom planners reflect the CPPS instructional model. • Staff can articulate and apply the instructional model. • Peer observations reflect staff implementation of the instructional model.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide coaching/mentoring in implementing the instructional model, including the HITS	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

					to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Shared planning time and collaboration	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Refine processes for peer observations with a focus on the instructional model and the HITS	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 5	Empower students to have agency in their learning
12 Month Target 5.1	By 2023, increase the percentage positive endorsement on the SSS for: collective efficacy to be at 78% seek feedback to improve to be 79% professional learning through peer observation and feedback to be 45%
12 Month Target 5.2	By 2023, increase the percentage positive response on the AtoS for: sense of confidence to be 87% student voice and agency to be 77% effective classroom behaviour to be 83%
12 Month Target 5.3	This will be a KIS
KIS 5.a Empowering students and building school pride	Develop a shared understanding of student voice and agency, and the pedagogy that supports it
Actions	Implementation of the whole school approach to Respectful Relationships
Outcomes	• Students understand and practice respectful relationships • Students know where to seek help and can use their help-seeking skills when required • Students use a range of positive coping strategies • Teachers' interactions with students, colleagues and others demonstrate respectful, gender equitable and inclusive behaviour and language • Teachers explicitly teach and assess social and emotional learning • Respectful relationships is embedded in curriculum documentation across all year levels • Leaders actively promote, advocate for, and support whole school approach to Respectful Relationships

	• Leaders model respectful behaviours and gender equitable treatment of students, staff and the broader community
Success Indicators	• Documented Respectful Relationships Action Plan • Respectful relationships Implementation team have engaged in professional learning about respectful relationships • Curriculum documentation and timetable shows plans for explicit teaching of respectful relationships education • Curriculum documentation shows evidence of respectful relationships education being embedded across all year levels • School policies model respectful relationships and gender equality practices across the school • Data sources indicate a sustained improvement in positive attitudes, behaviours and gender equality across the community. For example, Student Attitudes Towards School Survey (school safety, social engagement, teacher-• • Student relations and not experiencing bullying factors); Attendance data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a Respectful Relationships Implementation team	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions	☑ Respectful Relationships Implementation Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Update school meeting schedule to ensure the Respectful Relationships implementation team has time to meet and plan/ work together	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review staff professional learning needs in mental health and Respectful Relationships Develop a strategy to address any gaps and deliver targeted PL.	☑ Assistant Principal ☑ Respectful Relationships Implementation Team ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Respectful Relationship to be documented in weekly meeting agendas	☑ Curriculum Co-ordinator (s) ☑ PLC Leaders ☑ Respectful Relationships Implementation Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Schedule and plan engagement in key national events such as National Day Against Violence and Bullying	☑ All Staff ☑ Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Continue and develop small social skills groups with targeted students	☑ Allied Health	☐ PLP Priority	from: Term 1	$0.00	

	☑ Student Wellbeing Co-ordinator		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and refine Zones of regulation in classroom across P-2 (starting in Year 2 cohort)	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Design and implement Social Thinking curriculum in P-2	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to develop leadership skills of Junior School Council members	☑ Student Leadership Coordinator ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement RYA Brimbank survey	☑ Student Leadership Coordinator	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Re-establish whole school and Junior and Senior whole cohort assemblies	☑ Assistant Principal ☑ Principal ☑ Student Leadership Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Attend GRIP training with Student leaders	☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Allied Health professional to share and check recommendations of targeted intervention with individual and team of teachers are implemented in the classroom.	☑ All Staff ☑ Allied Health ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop, utilise and refine Behaviour management plans in classrooms with teachers, ES and Allied health staff.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers to ensure that all students have clear behaviour expectations as stated in the Guidelines for responding to student behaviour and B U Act Values.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$400,358.11	$404,407.00	-$4,048.89
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$84,279.17	$84,279.17	$0.00
Total	**$484,637.28**	**$488,686.17**	**-$4,048.89**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole school wellbeing program	$10,400.00
Lunch time clubs.	$1,000.00
Student recognition - Principal's Morning Tea, Star of the Week, Principal's Award	$5,100.00
Employ Mental Health and Wellbeing Leader	$97,000.00
Continue enrichment programs for Numeracy, Literacy and specialist areas	$30,000.00
Transition, Community and Student Engagement Leader to support and implement student well being programs.	$123,257.00
Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions	$20,000.00

Review staff professional learning needs in mental health and Respectful Relationships Develop a strategy to address any gaps and deliver targeted PL.		$2,000.00
Totals		**$288,757.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Lunch time clubs.	from: Term 2 to: Term 4	$1,000.00	☑ Other Restocking consumables
Student recognition - Principal's Morning Tea, Star of the Week, Principal's Award	from: Term 1 to: Term 4	$5,100.00	☑ Other Awards and gifts special events Buses
Employ Mental Health and Wellbeing Leader	from: Term 1 to: Term 4	$36,000.00	☑ School-based staffing
Continue enrichment programs for Numeracy, Literacy and specialist areas	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Transition, Community and Student Engagement Leader to support and implement student well being programs.	from: Term 1 to: Term 4	$123,257.00	☑ School-based staffing

Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$215,357.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Whole school wellbeing program	from: Term 1 to: Term 4	$10,400.00	☑ Employ staff to support Tier 1 activities
Employ Mental Health and Wellbeing Leader	from: Term 1 to: Term 4	$61,592.17	☑ Employ allied health professional to provide Tier 1 tailored support for students
Review staff professional learning needs in mental health and Respectful Relationships	from: Term 1		

Develop a strategy to address any gaps and deliver targeted PL.	to: Term 4		
Totals		$71,992.17	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
ICT resources	$57,510.00
Literacy & Numeracy resources	$20,890.00
Library	$25,000.00
Integration	$64,250.00
Professional Development	$21,400.00
Mental health and wellbeing leader capacity building	$12,287.00
Mental health resources	$7,300.00
Totals	**$208,637.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
ICT resources	from: Term 1 to: Term 4	$57,510.00	☑ Assets

Literacy & Numeracy resources	from: Term 1 to: Term 4	$20,890.00	☑ Assets ☑ Other Curriculum Consumables
Library	from: Term 1 to: Term 4	$25,000.00	☑ Assets ☑ Other Non curricula Consumables
Integration	from: Term 1 to: Term 4	$64,250.00	☑ Support services
Professional Development	from: Term 1 to: Term 4	$21,400.00	☑ Professional development (excluding CRT costs and new FTE)
Mental health and wellbeing leader capacity building	from: Term 1 to: Term 4		
Mental health resources	from: Term 1 to: Term 4		
Totals		$189,050.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

ICT resources	from: Term 1 to: Term 4		
Literacy & Numeracy resources	from: Term 1 to: Term 4		
Library	from: Term 1 to: Term 4		
Integration	from: Term 1 to: Term 4		
Professional Development	from: Term 1 to: Term 4		
Mental health and wellbeing leader capacity building	from: Term 1 to: Term 4		
Mental health resources	from: Term 1 to: Term 4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
ICT resources	from: Term 1 to: Term 4	$0.00	
Literacy & Numeracy resources	from: Term 1 to: Term 4	$0.00	
Library	from: Term 1 to: Term 4		
Integration	from: Term 1 to: Term 4		
Professional Development	from: Term 1 to: Term 4		
Mental health and wellbeing leader capacity building	from: Term 1 to: Term 4	$5,000.00	☑ Employ allied health professional to provide Tier 1 tailored support for students **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
Mental health resources	from: Term 1	$7,287.00	☑ Employ staff to support Tier 1 activities

	to: Term 4		
Totals		$12,287.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Respectful Relationships	☑ All Staff ☑ Leadership Team ☑ PLC Leaders ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff	☑ On-site
Employ Mental Health and Wellbeing Leader	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site