**2024 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Mandama Primary School (5185)



**Self-evaluation summary - 2024**

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

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

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

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

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

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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities |  |
| Maximise student learning outcomes in literacy and numeracy. | Yes | By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:   * Reading from 17 per cent in 2021 to 25 per cent * Writing from 15 per cent in 2021 to 25 per cent * Numeracy from 4 per cent in 2021 to 25 per cent. | Improve the proportion of Year 5 students in the 'exceeding' proficiency level of NAPLAN in:Reading to 20%Writing to 10%Numeracy to 10% |
| By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN:   * Reading from 47 per cent in 2022 to 55 per cent * Numeracy from 29 per cent in 2022 to 37 per cent.   Increase the percentage of Year 5 students in the top two bands of NAPLAN:   * Reading from 47 per cent in 2022 to 55 per cent * Writing from 26 per cent in 2022 to 34 per cent * Numeracy from 31 per cent in 2022 to 39 per cent. | Improve the proportion of Year 3 students in the 'exceeding' proficiency level of NAPLAN in:Reading to 18%Writing to 10%Numeracy to 15% |
| By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:   * Academic emphasis from 52 per cent in 2022 to 65 per cent * Collective efficacy from 52 per cent in 2022 to 65 per cent * Instructional leadership from 60 per cent in 2022 to 70 per cent * Believe peer feedback improves practice from 45 per cent in 2022 to 65 per cent * Professional learning through peer observation from 14 per cent in 2022 to 65 per cent * Understand how to analyse data from 50 per cent in 2022 to 70 per cent. | Academic emphasis to 62 per cent in 2024Collective efficacy to 75 per cent in 2024Instructional leadership to 68 per cent in 2024Believe peer feedback improves practice to 65 per cent in 2024Professional learning through peer observation to 20 per cent in 2024Understand how to analyse data to 64 per cent in 2024 |
| Empower all students to become confident, independent and self-directed learners. | Yes | By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:   * 20 - 29.5 days from 14 per cent in 2021 to 10 per cent * 30 plus days from 12 per cent in 2021 to 9 per cent. | Decrease the percentage of students who are absent for:20 - 29.5 days from 14 per cent in 2021 to 11 per cent30 plus days from 12 per cent in 2021 to 9 per cent. |
| By 2026, increase the proportion of positive response scores on the AToSS for the factors of:   * Student voice and agency from 57 per cent in 2022 to 65 per cent * Sense of connectedness from 68 per cent in 2022 to 75 per cent * Motivation & interest from 70 per cent in 2022 to 78 per cent. | Student voice and agency to 62 per cent in 2024Sense of connectedness to 75 per cent in 2024Motivation & interest to 74 per cent in 2024 |
| By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Understand formative assessment from 64 per cent in 2022 to 75 per cent * Use of student feedback to inform teaching practice from 36 per cent in 2022 to 65 per cent * Focus learning on real life problems from 55 per cent in 2022 to 65 per cent | Understand formative assessment to 80 per cent in 2024Use of student feedback to inform teaching practice to 55 per cent in 2024Focus learning on real life problems to 58 per cent in 2024 |
| Improve inclusion and wellbeing for every student. | Yes | By 2026, increase the proportion of positive response scores on the AToSS for the factors of:   * High resilience from 3 per cent in 2022 to 10 per cent * Sense of confidence from 69 per cent in 2022 to 77 per cent * Emotional awareness and regulation from 62 per cent in 2022 to 70 per cent. | High resilience to 4 per cent in 2024Sense of confidence to 76 per cent in 2024Emotional awareness and regulation to 70 per cent in 2024 |
| By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Build resilience and a resilient supportive environment from 56 per cent to 65 per cent. | Support growth and learning of whole student from 74% yo 80% in 2024. |
| By 2026, increase the proportion of positive response scores on the POS for the factor of:   * Not experiencing bullying from 58 per cent in 2021 to 65 per cent. | Not experiencing bullying from 61% to 65% in 2024. |

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| Goal 2 | **Maximise student learning outcomes in literacy and numeracy.** | |
| 12-month target 2.1-month target | Improve the proportion of Year 5 students in the 'exceeding' proficiency level of NAPLAN in: Reading to 20% Writing to 10% Numeracy to 10% | |
| 12-month target 2.2-month target | Improve the proportion of Year 3 students in the 'exceeding' proficiency level of NAPLAN in: Reading to 18% Writing to 10% Numeracy to 15% | |
| 12-month target 2.3-month target | Academic emphasis to 62 per cent in 2024 Collective efficacy to 75 per cent in 2024 Instructional leadership to 68 per cent in 2024 Believe peer feedback improves practice to 65 per cent in 2024 Professional learning through peer observation to 20 per cent in 2024 Understand how to analyse data to 64 per cent in 2024 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Continue to build and embed a high performance culture for learning. | Yes |
| **KIS 2.b**  Teaching and learning | Enhance a collaborative PLC inquiry approach that builds staff capacity to consistently deliver teaching practice via the agreed instructional models. | Yes |
| **KIS 2.c**  Assessment | Strengthen teacher capacity to analyse multiple forms of data to inform point of need lesson planning. | 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. | All KIS strategies form the basis of our School Strategic Plan and were highlighted as areas for continued focus or improvement in the school review. | |
| Goal 3 | **Empower all students to become confident, independent and self-directed learners.** | |
| 12-month target 3.1-month target | Decrease the percentage of students who are absent for: 20 - 29.5 days from 14 per cent in 2021 to 11 per cent 30 plus days from 12 per cent in 2021 to 9 per cent. | |
| 12-month target 3.2-month target | Student voice and agency to 62 per cent in 2024 Sense of connectedness to 75 per cent in 2024 Motivation & interest to 74 per cent in 2024 | |
| 12-month target 3.3-month target | Understand formative assessment to 80 per cent in 2024 Use of student feedback to inform teaching practice to 55 per cent in 2024 Focus learning on real life problems to 58 per cent in 2024 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Engagement | Build and embed staff capacity to use student voice and multiple sources of feedback to adapt the learning environment to engage every student. | Yes |
| **KIS 3.b**  Teaching and learning | Build and embed teacher capacity to implement the high impact teaching strategies that amplify student voice and learner agency. | Yes |
| **KIS 3.c**  Assessment | Strengthen teacher capacity to personalise and differentiate teaching and learning that enables, challenges and extend all students. | 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. | All KIS strategies form the basis of our School Strategic Plan and were highlighted as areas for continued focus or improvement in the school review. | |
| Goal 4 | **Improve inclusion and wellbeing for every student.** | |
| 12-month target 4.1-month target | High resilience to 4 per cent in 2024 Sense of confidence to 76 per cent in 2024 Emotional awareness and regulation to 70 per cent in 2024 | |
| 12-month target 4.2-month target | Support growth and learning of whole student from 74% yo 80% in 2024. | |
| 12-month target 4.3-month target | Not experiencing bullying from 61% to 65% in 2024. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Engagement | Develop, implement and monitor consistent whole school practices that ensure all students have social and emotional readiness to learn. | Yes |
| **KIS 4.b**  Teaching and learning | Build and embed teacher capacity to implement appropriate and timely Tier 1, 2 and 3 interventions and adjustments to meet all students’ needs. | Yes |
| **KIS 4.c**  Support and resources | Build and embed staff understanding of the overarching wellbeing framework. | 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. | All KIS strategies form the basis of our School Strategic Plan and were highlighted as areas for continued focus or improvement in the school review. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Maximise student learning outcomes in literacy and numeracy. | | | | |
| 12-month target 2.1 target | Improve the proportion of Year 5 students in the 'exceeding' proficiency level of NAPLAN in: Reading to 20% Writing to 10% Numeracy to 10% | | | | |
| 12-month target 2.2 target | Improve the proportion of Year 3 students in the 'exceeding' proficiency level of NAPLAN in: Reading to 18% Writing to 10% Numeracy to 15% | | | | |
| 12-month target 2.3 target | Academic emphasis to 62 per cent in 2024 Collective efficacy to 75 per cent in 2024 Instructional leadership to 68 per cent in 2024 Believe peer feedback improves practice to 65 per cent in 2024 Professional learning through peer observation to 20 per cent in 2024 Understand how to analyse data to 64 per cent in 2024 | | | | |
| KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Continue to build and embed a high performance culture for learning. | | | | |
| **Actions** | \*Learning Specialist role focused on Numeracy \*Provide training in Multisensory Structured Language (MSL) for 5 additional staff members \*SIT Community of Practice in "The Playbook Project" with Bronwyn Ryrie-Jones across terms 2-4 \*Roll out of the Quality Teaching Rounds program following an introduction in 2023 \*Refine teacher content knowledge in number with continued coaching \*Encourage selected staff (one per year level) to complete a program through the numeracy suite of programs available \*Mathematics SPT to update the Mandama Mathematics Essential Learnings document in line with the Victorian Curriculum 2.0 Mathematics  \*Complete the Maths on-line interview for all students P-2 and those at risk in Years 3-4 \*Develop tiered systems of support that enable teachers to identify and respond to student's individual needs with Maths \*Disability Inclusion Leader to assist with IEP goals and reasonable adjustments \*Introduce Cognitive Load Theory and it's impact on student achievement in all areas of our curriculum \*Develop and implement monitoring/feedback process for SIT to use with staff with a focus on AIP goals | | | | |
| **Outcomes** | \*Teachers will accurately and confidently identify student learning needs in number \*Teachers will understand the Science of Reading principles and be able to deliver the MSL program across the school \*Teachers can confidently cater for the variety of needs in their classrooms using "low floor, high ceiling" opportunities, high quality tasks, and asking open questions \*Increased teacher ability to collect and analyse data \*Teachers will understand Cognitive Load Theory and be able to see how it affects curriculum and the physical environment they create \*SIT will develop and implement a focussed School Improvement strategy across the year | | | | |
| **Success Indicators** | \*Data sets: NAPLAN, AToSS, SSS and POS targets, Teacher Summative and Formative assessment, PAT Maths \*Focussed School Improvement strategy | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| SIT Community of Practice in "The Playbook Project" with Bronwyn Ryrie-Jones across terms 2-4 = $1890 Zoom meetings for the project x 4 days per person SIT days to complete work for the project x 1 per term per person | | 🗹 Leadership team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $17,890.00  🗹 Other funding will be used |
| Roll out of the Quality Teaching Rounds program following an introduction in 2023 | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $16,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Coaching with the Learning Specialist around Numeracy differentiation, planning high quality tasks and resource use | | 🗹 Education support  🗹 Learning specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Encourage selected staff (one per year level) to complete a program through the numeracy suite of programs available | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide five day MSL training for 5 additional staff members $2800 per person Offer training to other schools | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $16,500.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance a collaborative PLC inquiry approach that builds staff capacity to consistently deliver teaching practice via the agreed instructional models. | | | | |
| **Actions** | \*Increase focus on numeracy data analysis at whole school level - reinforce at team and PLC meetings \*STP team to refine the Mathematics Instructional model in line with Victorian Curriculum 2.0 - Mathematics \*Learning Specialists (English and Mathematics) to work with PLC leaders to ensure instructional models are understood and implemented \*PLC leaders to work with Regional EILS to develop their leadership capacity | | | | |
| **Outcomes** | \*PLCs will meet to engage in reflective practice, evaluate, plan and learn  \*PLC leader will become more confident in their abilities to lead their teams and align their work with the School's Improvement strategy  \*All teachers confidently deliver the school's instructional models in English and Mathematics | | | | |
| **Success Indicators** | \*Data sets: NAPLAN, AToSS, SSS and POS targets, Teacher Summative and Formative assessment, PAT Maths \*Work programs indicate teacher confidence in delivering the school's instructional models in English and Mathematics | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Continue to develop and refine the process followed by PLC teams | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Work with Regional EILS to build leadership capacity and strategies. | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Learning Specialists (English and Mathematics) to work with PLC leaders to ensure instructional models are understood and implemented | | 🗹 Learning specialist(s)  🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Other 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 | Strengthen teacher capacity to analyse multiple forms of data to inform point of need lesson planning. | | | | |
| **Actions** | \*Learning Specialists to provide professional learning at staff forums and/or curriculum days around Summative and Formative assessments \*Develop knowledge and skill of the Acadience program for Reading proficiency assessments across the school \*Continued PLC focus on numeracy data and links to the Victorian Curriculum 2.0 \*Continue our writing moderation sessions in teams and across the school  \*Learning Specialist to attend the Moderation CoP across Network schools | | | | |
| **Outcomes** | \*Increased teacher ability to collect and analyse data \*Teachers will be able to administer and analyse the Acadience Reading assessments to determine student proficiency in reading and comprehension | | | | |
| **Success Indicators** | \*Teachers will have a clear indication of student ability across subject areas and be able to plan accordingly | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Coaching with Learning Specialists to improve both Summative and Formative assessment strategies | | 🗹 Learning specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Training in Acadience assessment program | | 🗹 Learning specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,800.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Goal 3 | Empower all students to become confident, independent and self-directed learners. | | | | |
| 12-month target 3.1 target | Decrease the percentage of students who are absent for: 20 - 29.5 days from 14 per cent in 2021 to 11 per cent 30 plus days from 12 per cent in 2021 to 9 per cent. | | | | |
| 12-month target 3.2 target | Student voice and agency to 62 per cent in 2024 Sense of connectedness to 75 per cent in 2024 Motivation & interest to 74 per cent in 2024 | | | | |
| 12-month target 3.3 target | Understand formative assessment to 80 per cent in 2024 Use of student feedback to inform teaching practice to 55 per cent in 2024 Focus learning on real life problems to 58 per cent 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 and embed staff capacity to use student voice and multiple sources of feedback to adapt the learning environment to engage every student. | | | | |
| **Actions** | \*Develop and implement monitoring/feedback process for SIT to use with staff with a focus on AIP goals \*Roll out of the Quality Teaching Rounds program following an introduction in 2023 \*Develop a feedback process to support teachers to engage every student - Student to Teacher, Teacher to Teacher, Leaders to Teachers, Parents to Teachers \*Continue to develop our Reading/Writing conferences \*Continue to develop and grow a high performance culture where staff seek, give and accept feedback \*Develop a Tutoring program (TLI) to cater for students determined as "Needing Additional Assistance" by NAPLAN and/or Teacher judgement | | | | |
| **Outcomes** | \*All teaching staff will participate in the Quality Teaching Rounds program - observation and feedback \*Teachers are more confident in their approach to teaching \*Students are engaged and supported in their learning \*There are more practical examples of teachers amplifying student voice in their classrooms \*PLCs will meet to engage in reflective practice, evaluate, plan and learn | | | | |
| **Success Indicators** | \*Data sets: AToSS, SSS  \*Staff seek feedback regularly from students \*Consistency in practice across the school using the Quality Teaching Rounds method of observation and feedback \*Data collected by the TLI program | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Roll out of the Quality Teaching Rounds program (see Goal 1 for costing) to ensure that all staff have access to observing others and giving feedback | | 🗹 Learning specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Professional learning around the value of feedback and how to use it | | 🗹 Leadership team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build and embed teacher capacity to implement the high impact teaching strategies that amplify student voice and learner agency. | | | | |
| **Actions** | \*Whole staff professional learning around the "Amplify" document and framework \*Create clarity for all staff and students about the meaning of Student Voice and Agency \*Develop understanding of practical examples of Student Voice and Agency impacting on student outcomes | | | | |
| **Outcomes** | \*Increase teacher understanding and use of student agency in the classroom \*Evidence of student voice and agency planned for in work programs \*Increased student engagement \*Improved data in SSS and AToSS | | | | |
| **Success Indicators** | \*Data sets: AToSS - connection, student voice, sense of confidence, SSS, POS \*Evidence of building student voice opportunities in PLC minutes and planning documents \*Evident in Peer Observations | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Professional Learning to engage staff in developing their understanding of student voice and agency | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Coaching of staff around their use of student voice and agency in the classroom Use LS and EILS for this. May include time to visit other schools/classrooms, complete online courses | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to personalise and differentiate teaching and learning that enables, challenges and extend all students. | | | | |
| **Actions** | \*Maintain and grow PLC cycles including the development of data collection norms \*Continue to build the capacity of PLC leaders to lead curriculum delivery by their teams \*Learning Specialists to facilitate Professional Learning on Differentiation and using all forms of learning data to inform teaching | | | | |
| **Outcomes** | \*Teachers can confidently cater for the variety of needs in their classrooms using "low floor, high ceiling" opportunities, high quality tasks, and askng open questions \*Increased teacher ability to collect and analyse data | | | | |
| **Success Indicators** | \*Data sets: PAT, Teacher judgement, NAPLAN, Moderation Rubric \*Teachers can reflect on the impact of their teaching at all levels - low, medium and high achievement \*Students know what they need to do to be successful | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Learning specialists to plan and deliver professional development for staff around differentiation across the curriculum and using all forms of learning data to inform teaching | | 🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Goal 4 | Improve inclusion and wellbeing for every student. | | | | |
| 12-month target 4.1 target | High resilience to 4 per cent in 2024 Sense of confidence to 76 per cent in 2024 Emotional awareness and regulation to 70 per cent in 2024 | | | | |
| 12-month target 4.2 target | Support growth and learning of whole student from 74% yo 80% in 2024. | | | | |
| 12-month target 4.3 target | Not experiencing bullying from 61% to 65% in 2024. | | | | |
| KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop, implement and monitor consistent whole school practices that ensure all students have social and emotional readiness to learn. | | | | |
| **Actions** | \*Disability Inclusion Leader role continued \*Mental Health in Primary Schools leader role continued \*Continue the weekly Wellbeing Tier 2 team meetings - MHiPS leader, DIL, Wellbeing Officer, Principal \*Continue the Region Key Contact meetings fortnightly (Tier 3) \*Maintain the Positive Climate for Learning team with representation across the school \*Continue to fund a Wellbeing Officer in a full time capacity across the school  \*Refinement of the Check-in / Check-out process \*Source and provide training for staff in SWPBS, Berry St, and RRRR as required for new staff and those needing catch up sessions \*School funded morning places in Out School Hours Care for 4 students to assist with lowering absenteeism  \*School funded Chromebooks (10) for students unable to access the BYO device program \*Employment of four additional ES staff to work in classrooms and with specific tier 2 and 3 students | | | | |
| **Outcomes** | \*Disability Inclusion Leader is shared with Mirrapoa PS - 3 days at Mirrapoa and 2 days at Mandama \*All wellbeing practitioners are aligned in approach and knowledge of students/families - MHiPS leader, DIL, Wellbeing Officer, Region KC, Principal \*Staff will implement and model consistent routines and processes using SWPBS model \*Staff will build their knowledge of a range of effective interventions through staff forums, peer coaching, professional learning, working with Regional SSS team | | | | |
| **Success Indicators** | \*Data sets: Attendance data, AtoSS, SSS - resilience \*Clear whole school processes based on SWPBS \*Processes for the implementation of adjustments and the collection of evidence are clear, and used for the DIP process | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Appointment of the Disability Inclusion Leader 0.4 | | 🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $48,708.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Appointment of a Mental Health in Primary School leader 0.4 | | 🗹 Mental health and wellbeing leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $49,750.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Funding of Wellbeing Officer in a full time capacity across the school | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $70,000.00  🗹 Equity funding will be used |
| Release of classroom teachers to attend all required SSG meetings and/or DIPs | | 🗹 Disability inclusion coordinator  🗹 Education support  🗹 Student wellbeing co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $14,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Training in SWPBS, Berry St and/or RRRR for required staff | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| School funded morning places in Out School Hours Care for 4 students | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| School funded Chromebooks (10) for students unable to access the BYO device program | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $7,800.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Employment of ES staff to work in classrooms and with specific tier 2 and 3 students | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $210,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 4.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build and embed teacher capacity to implement appropriate and timely Tier 1, 2 and 3 interventions and adjustments to meet all students’ needs. | | | | |
| **Actions** | \*DIL to work with teachers and ES staff to build their capacity around adjustments and IEP delivery \*Develop a consistent understanding of the school's tiered responses to all areas with staff \*Create clear referral pathways for staff to use with leadership and Regional SSS staff | | | | |
| **Outcomes** | \*Staff understand the referral process and can action it when required \*The school has documents outlining the tiered responses we engage in and all staff are aware of these | | | | |
| **Success Indicators** | \*Student referrals are effective and timely \*Teachers are able to write and implement clear IEP for students requiring adjustments | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| SIT continues to work on the school's Tiered Response model and provides professional development to all staff | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| DIL provided professional learning and coaching around the development of IEP and adjustments in the classroom | | 🗹 Disability inclusion coordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build and embed staff understanding of the overarching wellbeing framework. | | | | |
| **Actions** | \*Documents are clear around SWPBS and RRRR  \*Positive Climate team members are released to work on aligning our Positive Climate for Learning document with Berry St strategies to ensure consistency of practice \*Provide Parent/carer sessions around Child Anxiety and building Resilience \*Organise Berry St training for those staff members who have not been trained or who need catchup sessions in this framework | | | | |
| **Outcomes** | \*Teachers have a clear understanding of the school wellbeing framework and how to implement it \*Parent/carers are provided with information they are able to use at home to compliment the work at school | | | | |
| **Success Indicators** | \*Data sets: SSS, POS \*Clear whole school processes based on SWPBS \*Processes for the implementation of adjustments and the collection of evidence are clear, and used for the DIP process | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Staff are released to work on aligning our Positive Climate for Learning document with Berry St strategies | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Other funding will be used |
| Berry St training - Face to face training for those who have not completed any training, on-line training for those who need to complete catchup sessions Whole 4 days = $900 per person Online catch up sessions = $115 per session, per person | | 🗹 Education support  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $21,570.00  🗹 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 | $87,368.65 | $70,000.00 | $17,368.65 |
| Disability Inclusion Tier 2 Funding | $196,460.56 | $341,808.00 | -$145,347.44 |
| Schools Mental Health Fund and Menu | $50,083.51 | $76,320.00 | -$26,236.49 |
| **Total** | $333,912.72 | $488,128.00 | -$154,215.28 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Roll out of the Quality Teaching Rounds program following an introduction in 2023 | $16,000.00 |
| Encourage selected staff (one per year level) to complete a program through the numeracy suite of programs available | $10,000.00 |
| Provide five day MSL training for 5 additional staff members $2800 per person Offer training to other schools | $16,500.00 |
| Work with Regional EILS to build leadership capacity and strategies. | $5,000.00 |
| Training in Acadience assessment program | $3,800.00 |
| Coaching of staff around their use of student voice and agency in the classroom Use LS and EILS for this. May include time to visit other schools/classrooms, complete online courses | $3,000.00 |
| Appointment of the Disability Inclusion Leader 0.4 | $48,708.00 |
| Appointment of a Mental Health in Primary School leader 0.4 | $49,750.00 |
| Funding of Wellbeing Officer in a full time capacity across the school | $70,000.00 |
| Release of classroom teachers to attend all required SSG meetings and/or DIPs | $14,000.00 |
| Training in SWPBS, Berry St and/or RRRR for required staff | $5,000.00 |
| School funded morning places in Out School Hours Care for 4 students | $5,000.00 |
| School funded Chromebooks (10) for students unable to access the BYO device program | $7,800.00 |
| Employment of ES staff to work in classrooms and with specific tier 2 and 3 students | $210,000.00 |
| DIL provided professional learning and coaching around the development of IEP and adjustments in the classroom | $2,000.00 |
| Berry St training - Face to face training for those who have not completed any training, on-line training for those who need to complete catchup sessions Whole 4 days = $900 per person Online catch up sessions = $115 per session, per person | $21,570.00 |
| **Totals** | $488,128.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Funding of Wellbeing Officer in a full time capacity across the school | from: Term 1  to: Term 4 | $70,000.00 | 🗹 School-based staffing |
| **Totals** |  | $70,000.00 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Roll out of the Quality Teaching Rounds program following an introduction in 2023 | from: Term 1  to: Term 4 | $16,000.00 | 🗹 CRT   * Other   Teachers to complete observation rounds in classrooms and to give feedback to colleagues. |
| Encourage selected staff (one per year level) to complete a program through the numeracy suite of programs available | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Professional learning for school-based staff   * Teachers |
| Provide five day MSL training for 5 additional staff members $2800 per person Offer training to other schools | from: Term 1  to: Term 2 | $16,500.00 | 🗹 Professional learning for school-based staff   * Teachers   🗹 CRT   * CRT (to attend staff PL) |
| Work with Regional EILS to build leadership capacity and strategies. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 CRT   * CRT (to attend staff PL) |
| Training in Acadience assessment program | from: Term 1  to: Term 4 | $3,800.00 | 🗹 Teaching and learning programs and resources   * Other   Training and licence for the program |
| Coaching of staff around their use of student voice and agency in the classroom Use LS and EILS for this. May include time to visit other schools/classrooms, complete online courses | from: Term 1  to: Term 4 | $3,000.00 | 🗹 CRT   * CRT (to attend staff PL) |
| Appointment of the Disability Inclusion Leader 0.4 | from: Term 1  to: Term 4 | $48,708.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Release of classroom teachers to attend all required SSG meetings and/or DIPs | from: Term 1  to: Term 4 | $14,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| School funded morning places in Out School Hours Care for 4 students | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Other   * Other   Fund 4 morning places for students to get them to school each day. |
| School funded Chromebooks (10) for students unable to access the BYO device program | from: Term 1  to: Term 3 | $7,800.00 | 🗹 Teaching and learning programs and resources   * Other   Provide Chromebook for students unable to be part of the BYO device program |
| Employment of ES staff to work in classrooms and with specific tier 2 and 3 students | from: Term 1  to: Term 4 | $210,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| DIL provided professional learning and coaching around the development of IEP and adjustments in the classroom | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Professional learning for school-based staff   * Teachers |
| **Totals** |  | $341,808.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appointment of a Mental Health in Primary School leader 0.4 | from: Term 1  to: Term 4 | $49,750.00 | 🗹 Employ Mental Health Staff to provide Tier 3 support for students |
| Training in SWPBS, Berry St and/or RRRR for required staff | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Berry Street Education Model (BSEM) |
| Berry St training - Face to face training for those who have not completed any training, on-line training for those who need to complete catchup sessions Whole 4 days = $900 per person Online catch up sessions = $115 per session, per person | from: Term 1  to: Term 2 | $21,570.00 | 🗹 Berry Street Education Model (BSEM) |
| **Totals** |  | $76,320.00 |  |

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 |
| SIT Community of Practice in "The Playbook Project" with Bronwyn Ryrie-Jones across terms 2-4 = $1890 Zoom meetings for the project x 4 days per person SIT days to complete work for the project x 1 per term per person | 🗹 Leadership team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Bronwyn Ryrie-Jones | 🗹 On-site |
| Roll out of the Quality Teaching Rounds program following an introduction in 2023 | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Coaching with the Learning Specialist around Numeracy differentiation, planning high quality tasks and resource use | 🗹 Education support  🗹 Learning specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Learning specialist | 🗹 On-site |
| Encourage selected staff (one per year level) to complete a program through the numeracy suite of programs available | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Academy program/course | 🗹 Off-site  Academy |
| Provide five day MSL training for 5 additional staff members $2800 per person Offer training to other schools | 🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  MSL trainers | 🗹 On-site |
| Continue to develop and refine the process followed by PLC teams | 🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 PLC Initiative  🗹 School improvement partnerships  🗹 Learning specialist | 🗹 On-site |
| Work with Regional EILS to build leadership capacity and strategies. | 🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 PLC Initiative  🗹 School improvement partnerships  🗹 Learning specialist | 🗹 On-site |
| Learning Specialists (English and Mathematics) to work with PLC leaders to ensure instructional models are understood and implemented | 🗹 Learning specialist(s)  🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Learning specialist | 🗹 On-site |
| Coaching with Learning Specialists to improve both Summative and Formative assessment strategies | 🗹 Learning specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Learning specialist | 🗹 On-site |
| Training in Acadience assessment program | 🗹 Learning specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Acadience online training | 🗹 On-site |
| Roll out of the Quality Teaching Rounds program (see Goal 1 for costing) to ensure that all staff have access to observing others and giving feedback | 🗹 Learning specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Professional learning around the value of feedback and how to use it | 🗹 Leadership team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Professional Learning to engage staff in developing their understanding of student voice and agency | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Coaching of staff around their use of student voice and agency in the classroom Use LS and EILS for this. May include time to visit other schools/classrooms, complete online courses | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Learning specialists to plan and deliver professional development for staff around differentiation across the curriculum and using all forms of learning data to inform teaching | 🗹 Learning specialist(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Training in SWPBS, Berry St and/or RRRR for required staff | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Berry St trainers | 🗹 Off-site  Venue to be determined by Berry St trainers |
| DIL provided professional learning and coaching around the development of IEP and adjustments in the classroom | 🗹 Disability inclusion coordinator  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Berry St training - Face to face training for those who have not completed any training, on-line training for those who need to complete catchup sessions Whole 4 days = $900 per person Online catch up sessions = $115 per session, per person | 🗹 Education support  🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Curriculum development  🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Berry St trainers | 🗹 Off-site  Venue to be determined by Berry St trainers |