

2024 Annual Implementation Plan

for improving student outcomes

Langwarrin Park Primary School (5257)



Submitted for review by Richard Barren (School Principal) on 15 February, 2024 at 11:36 AM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 February, 2024 at 03:28 PM
Endorsed by Mel Schmidt (School Council President) on 12 March, 2024 at 01:53 PM

Self-evaluation summary - 2024

Langwarrin Park Primary School (5257)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
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	Refer to attached documents
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Refer to attached documents
	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	Refer to attached documents
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving	Refer to attach documents
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

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

Future planning	<p>As a school this year, we have made outstanding progress in both of our priority areas of teaching and learning and wellbeing. Our SIT has deeply engaged with the agile leadership framework and as a result we have regularly planned, implemented, monitored and evaluated our actions. This was achieved through using various agile leadership tools. We have taken an intensive approach with building the data literacy skills of all teachers in numeracy this year. As a result of this work this has better enabled all teachers to differentiate the curriculum. Next year, this will continue to be a focus and our Teaching and Learning Assistant Principal will continue to attend all PLC planning meetings. Based on the targets set out in the School Strategic Plan, we need to reset our NAPLAN targets based on the system change to NAPLAN results. We met most of the targets set in our current AIP and our challenge will be maintain and exceed these results into 2024. Going into maintenance mode with our data literacy focus in 2024, our new whole school priority will be on teacher feedback to students. Again, this work in building the capabilities of teachers to provide effective student feedback will be driven through our PLCs.</p> <p>We have also achieved many whole school wellbeing priority success stories. We completed our Berry St training and began the process of embedding different strategies into all classrooms. Next year there will be a strong expectation that all classroom teachers will be conducting Welcoming Circles and Ready to Learn plans with all students. Our school wellbeing team have done a wonderful job with managing DIP profiles and pursuing funding for targeted students. This will continue to be a priority in 2024. There will be a focus on reviewing the THRIVE curriculum and whole school behaviour management framework. We will also be entering into a three-year partnership with Adam Voigt's, 'Real Schools Program'.</p> <p>Student engagement will be one of 2024 AIP KIS. We will be prioritising time and resources into building staff knowledge in student voice, agency and leadership. Specifically, we will be working on how students can provide feedback to their teachers. This work will be led by one of our Learning Specialists.</p> <p>We have completed a highly successful year and look forward to continuing to build on these achievements in 2024.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes in literacy and numeracy.	Yes	<p>By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Writing from 11% (2021) to 16% • Reading from 14% (2021) to 24% • Numeracy from 18% (2021) to 21% 	By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Reading, will be 29%.By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Numeracy, will be 22%.
		<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> • Writing from 12% (2021) to 16% • Reading from 30% (2021) to 36% • Numeracy from 30% (2021) to 33% 	By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Writing will be at least 90%.By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Reading will be at least 80%.By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Numeracy will be at least 70%.

		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • <i>Understand formative assessment</i> from 66% (2021) to 76% • <i>Guaranteed and viable curriculum</i> from 65% (2021) to 78% • <i>Understand curriculum</i> from 69% (2021) to 80% • <i>Plan differentiated learning activities</i> from 83% (2021) to 86% 	<p>By the end of 2024 the percentage positive endorsement in the School Staff Survey for:1. Understand formative assessment will improve from 91% to 94%2. Guaranteed and viable curriculum will improve from 87% to 90%3. Plan differentiated learning activities will improve from 88% to 91%</p>
		<p>By 2026, increase the percent positive responses score on AtoSS for <i>differentiated learning challenge</i> from 86% (2021) to 89%.</p>	<p>By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for differentiated learning challenge from 90% to 93%.</p>
Improve students' agency, engagement and connectedness to their learning.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>student voice and agency</i> from 64% (2021) to 68% • <i>self-regulation and goal setting</i> from 82% (2021) to 86% • <i>stimulated learning</i> from 78% (2021) to 81% 	<p>By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for:1. Student voice and agency from 66% to 70%2. Self-regulation and goal setting from 83% to 86%3. Stimulated learning from 83% to 86%</p>
		<p>By 2026, improve the percentage positive endorsement on the School Staff Survey for <i>focus on real life problem solving</i> from 62% (2021) to 70%.</p>	<p>By the end of 2024 the percentage positive endorsement in the School Staff Survey for focus on real life problem solving will increase from 77% to 80%</p>
		<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • <i>student voice and agency</i> from 73% (2021) to 80% • <i>high expectations for success</i> from 78% (2021) to 87% 	<p>By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for:1. Student voice and agency will improve from 84% to 88%2. High expectations for success will improve from 93% to 96%</p>
Improve the wellbeing of all students.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>sense of confidence</i> from 74% (2021) to 78% • <i>perseverance</i> from 76% (2020) to 79% • <i>sense of connectedness</i> from 77% (2021) to 81% 	<p>By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for:1. Sense of confidence will improve from 80% to 83%2. Perseverance will improve from 72%3. Sense of connectedness will improve from</p>

	By 2026, improve the percentage positive endorsement in the School Staff Survey for <i>support growth and learning of whole student</i> from 83% (2021) to 86%.	By the end of 2024 the percentage positive endorsement in the School Staff Survey for support growth and learning of whole student will improve from 94% to 96%
	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> <i>student motivation and support</i> from 73% (2020) to 80% <i>confidence and resiliency skills</i> from 80% (2020) to 87% 	By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for:1. Student motivation and support will improve from 86% to 90%2. Confidence and resiliency skills will improve from 89% to 92%

Goal 2	Improve student learning outcomes in literacy and numeracy.	
12-month target 2.1-month target	By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Reading, will be 29%. By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Numeracy, will be 22%.	
12-month target 2.2-month target	By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Writing will be at least 90%. By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Reading will be at least 80%. By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Numeracy will be at least 70%.	
12-month target 2.3-month target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for: <ol style="list-style-type: none"> Understand formative assessment will improve from 91% to 94% Guaranteed and viable curriculum will improve from 87% to 90% Plan differentiated learning activities will improve from 88% to 91% 	
12-month target 2.4-month target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for differentiated learning challenge from 90% to 93%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Develop, document and implement a guaranteed and viable curriculum	No

Teaching and learning		
KIS 2.b Assessment	Build capability of staff to collect, analyse and utilise assessment and data to evaluate the impact of teacher practice	Yes
KIS 2.c Teaching and learning	Build teacher capability to differentiate learning tasks to meet students at their point of need.	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.	Having allocated a range of human, physical, and financial resources in 2023 to build the data literacy skills of all teachers. To build on this work in 2024, we will focus more on how teachers evaluate the impact of their practice. We will have a specific focus on enhancing the teacher knowledge and skillset in providing feedback to students.	
Goal 3	Improve students' agency, engagement and connectedness to their learning.	
12-month target 3.1-month target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for: 1. Student voice and agency from 66% to 70% 2. Self-regulation and goal setting from 83% to 86% 3. Stimulated learning from 83% to 86%	
12-month target 3.2-month target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for focus on real life problem solving will increase from 77% to 80%	
12-month target 3.3-month target	By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for: 1. Student voice and agency will improve from 84% to 88% 2. High expectations for success will improve from 93% to 96%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Build collective understanding of student voice and agency in learning	Yes

KIS 3.b Engagement	Develop teacher capability to support students to set goals and monitor own learning progress	No
KIS 3.c Engagement	Engage students to support the development of learning opportunities that are engaging and promote curiosity.	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.	In 2024 we are placing a priority on student engagement. With teacher feedback being a teaching and learning priority, we also want to focus on student feedback to teachers. Prior to the lockdown, we began this work, where PLCs used the PIVOT survey to get feedback from students and then designing a series of interventions to work on. This year the work will be on building a collective understanding of student voice and agency and for PLCs to engage in frequent inquiry cycles using the PIVOT survey and data from student focus groups to guide this work.	
Goal 4	Improve the wellbeing of all students.	
12-month target 4.1-month target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for: 1. Sense of confidence will improve from 80% to 83% 2. Perseverance will improve from 72% 3. Sense of connectedness will improve from	
12-month target 4.2-month target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for support growth and learning of whole student will improve from 94% to 96%	
12-month target 4.3-month target	By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for: 1. Student motivation and support will improve from 86% to 90% 2. Confidence and resiliency skills will improve from 89% to 92%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers	No

KIS 4.b Support and resources	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion.	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.	Having recently completed the 4 days of Berry St training and having the THRIVE curriculum in place, a focus will be to embed and have a consistent approach with these strategies and curriculum resources. There will be a continued focus on working with teachers to make the necessary adjustments in the classroom to best support our Tier 2 and 3 students. There will also be a continued focus on teachers documenting student wellbeing concerns and Compass and having up to date Individual Education Plans (IEPs) in place. To complement THRIVE and Berry St, we will enter into a 3-year Real Schools Partnership. This work will focus on enhancing our school culture and restorative practices.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes in literacy and numeracy.
12-month target 2.1 target	By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Reading, will be 29%. By the end of 2024, the percentage of Grade 5 students achieving high relative growth (interim) in Numeracy, will be 22%.
12-month target 2.2 target	By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Writing will be at least 90%. By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Reading will be at least 80%. By the end of 2024, the percentage of Grade 5 students achieving in the strong and exceeding range for NAPLAN Numeracy will be at least 70%.
12-month target 2.3 target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for: 1. Understand formative assessment will improve from 91% to 94% 2. Guaranteed and viable curriculum will improve from 87% to 90% 3. Plan differentiated learning activities will improve from 88% to 91%
12-month target 2.4 target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for differentiated learning challenge from 90% to 93%.
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capability of staff to collect, analyse and utilise assessment and data to evaluate the impact of teacher practice
Actions	The high-level actions that will be undertaken by the school to drive whole school improvement against this KIS will be to: 1. Build teacher knowledge and capabilities with specific High Impact Teaching Strategies (HITS) 2. Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and HITS (feedback), so to meet the learning needs of all students. 3. Prioritise time for teachers to engage in regular coaching/observation sessions to support teacher reflection and impact on student outcomes.

Outcomes	<p>The expected changes in knowledge, skills and behaviours that will be observed are:</p> <ol style="list-style-type: none"> 1. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessment and sequences of learning that incorporate different HITS. 2. Students will experience success and celebrate the acquisition of knowledge, through effective teacher feedback. 2. Teachers will consistently implement the agreed upon HITS (feedback) decided by PLC 3. Teachers will have a highly targeted approach time to work on content at students' point of need. 			
Success Indicators	<p>Whole School Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Classroom observations and learning walks demonstrating use of HITS (feedback) by PLC 2. Student feedback on differentiation and use of common strategies. 3. Classroom observations and learning walks demonstrating use of wellbeing strategies (Berry St) and teacher feedback. <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. AtoSS Survey results (student agency) 2. Staff Survey results: Collegiate Observation component <p>Classroom Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Differentiated curriculum documentation and evidence of HITS and student learning at different levels <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. Semester 2 Teacher Judgement Data 2. PAT and NAPLAN data sets <p>Individual and Small Group Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Differentiated resources used in tailored supports <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. Pre and post test results 2. Teacher reflections from collegiate observations/coaching sessions 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Develop a whole school coaching/observation model, focused on building teacher knowledge and capabilities with specific High Impact Teaching Strategies (HITS).	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise professional learning sessions (during PLC planning times) focused on specific HITS	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Document plans for coaching/collegiate observations - Solutions Focused Coaching - Tom Sherrington Learning Walks	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish processes and protocols for coaching/collegiate observation model.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Research evidence based approaches (HITS) that can be used as part of professional learning sessions within PLCs - Visible Learning Feedback Book'- Hattie - Bucket Filling- Don Clifton and Tom Rath	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued involvement with the Simon Breakspear Progressive Collective. This will continue to build the knowledge and capabilities of SIT members in the use of Agile Leadership strategies and processes.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and update staff meeting protocols to prioritise time for discussion of assessment data- in order to identify students requiring additional supports.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Prioritise time for teachers to engage in regular coaching/observation sessions to support teacher reflection and impact on student outcomes.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve students' agency, engagement and connectedness to their learning.			
12-month target 3.1 target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for: 1. Student voice and agency from 66% to 70% 2. Self-regulation and goal setting from 83% to 86% 3. Stimulated learning from 83% to 86%			
12-month target 3.2 target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for focus on real life problem solving will increase from 77% to 80%			
12-month target 3.3 target	By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for: 1. Student voice and agency will improve from 84% to 88% 2. High expectations for success will improve from 93% to 96%			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build collective understanding of student voice and agency in learning			
Actions	The high-level action that will be undertaken by the school to drive whole school improvement against this KIS will be to: 1. Embed a tiered social regulation/engagement model (Berry St and Real Schools Models).			
Outcomes	The expected changes in knowledge, skills and behaviours that will be observed are: 1. Teachers will incorporate trauma informed practices in classes and planning units of work. 2. Teachers will implement and model consistent routines, specifically in the use of Berry St strategies.			

	3. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff to use			
Success Indicators	<p>Whole School Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Observations of change to classroom practice- opportunities for students to provide feedback to their teachers. 2. Documentation of whole school wellbeing frameworks, policies and programs. 2. Classroom and peer observations of Berry St strategies and Real Schools (Adam Voigt) work. <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. AtoSS Survey results (Student Voice and Agency Component) 2. Attendance Rates <p>Classroom Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Student focus group data 2. Teacher documentation of incidents on Compass <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. Semester 2 Teacher Judgement Data- against Wellbeing and THRIVE capabilities <p>Individual and Small Group Level Early Success Indicators</p> <ol style="list-style-type: none"> 1. Documentation of strategies students will use in classes and at school. <p>Late Success Indicators</p> <ol style="list-style-type: none"> 1. Attendance data 2. Health and Wellbeing dashboards 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish student focus groups to promote student voice and seek feedback on the promotion of student engagement, wellbeing and positive mental health.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Implement classroom interventions in cognitive skills, behavioural skills and relaxation (THRIVE curriculum)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students with emerging or acute wellbeing needs participate in developing a range of supports and adjustments.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use DET Mental Health Planning tool to better understand student wellbeing needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit THRIVE curriculum resources to reflect wellbeing and social-emotional learning focus across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
3 year partnership with Adam Voigt's Real School's program: Focus on restorative practice and school culture.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,450.00 <input checked="" type="checkbox"/> Other funding will be used
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (Reals Schools and Berry St)	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Whole school meeting schedule includes professional learning led by members of school wellbeing team.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 4	Improve the wellbeing of all students.			
12-month target 4.1 target	By the end of 2024, there will be an increase in the percentage of positive responses on AtoSS for: 1. Sense of confidence will improve from 80% to 83% 2. Perverserance will improve from 72% 3. Sense of connectedness will improve from			
12-month target 4.2 target	By the end of 2024 the percentage positive endorsement in the School Staff Survey for support growth and learning of whole student will improve from 94% to 96%			
12-month target 4.3 target	By the end of 2024 the percentage positive endorsement in the Parent Opinion Survey for: 1. Student motivation and support will improve from 86% to 90% 2. Confidence and resiliency skills will improve from 89% to 92%			
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion.			
Actions	The high-level action that will be undertaken by the school to drive whole school improvement against this KIS will be to: 1. Build staff capacity and processes to collect, analyse and respond to student wellbeing data, specifically through the use of PIVOT and student focus groups.			
Outcomes	The expected changes in knowledge, skills and behaviours that will be observed are: 1. Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing. 2. Teachers will implement a range of interventions in their classroom to support student wellbeing.			

Success Indicators	<p>Whole School Level Early Success Indicators 1. Observations of change to classroom practice- opportunities for students to provide feedback to their teachers. 2. Teachers establishing routines where students are being asked for feedback by their teachers.</p> <p>Late Success Indicators 1. PIVOT Survey results 2. Student focus group documentation 2. Attendance Rates</p> <p>Classroom Level Early Success Indicators 1. Student focus group data</p> <p>Late Success Indicators 1.PIVOT inquiry cycle documentation</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish student focus groups to promote student voice and seek feedback on the promotion of student engagement, wellbeing and positive mental health.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLCs (generalist and specialists) engage in frequent inquiry cycles using PIVOT survey data to seek student feedback.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400.00 <input checked="" type="checkbox"/> Other funding will be used
SVAL PLT to implement professional learning sessions focused on student voice, agency and leadership (SVAL)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Investigate student led conferences- students discussing and sharing learning goals with parents/carers	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$106,383.54	\$100,380.00	\$6,003.54
Disability Inclusion Tier 2 Funding	\$316,404.44	\$286,885.00	\$29,519.44
Schools Mental Health Fund and Menu	\$72,600.04	\$72,600.00	\$0.04
Total	\$495,388.02	\$459,865.00	\$35,523.02

Activities and milestones – Total Budget

Activities and milestones	Budget
Continued involvement with the Simon Breakspear Progressive Collective. This will continue to build the knowledge and capabilities of SIT members in the use of Agile Leadership strategies and processes.	\$1,000.00
Totals	\$1,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continued involvement with the Simon Breakspear Progressive Collective. This will continue to build the knowledge and capabilities of SIT members in the	from: Term 1 to: Term 4	\$1,200.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

use of Agile Leadership strategies and processes.			
Totals		\$1,200.00	

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
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Fiona Biss (Network Speech Pathologist)	\$22,034.00
Learning Specialist Leadership Cover (0.6) CT1-3	\$32,919.00
Sorelle Nolan (Teachers Aide)	\$7,201.00

Elise Milligan (Teachers Aide)	\$25,923.00
Luana Lane (School Wellbeing Officer)	\$53,124.00
Mental Health Fund Cash Allocation	\$19,476.00
Kerryn Cornelissen (Teacher Aide/Literacy Intervention)	\$63,048.00
Sharna Dean-Wright School Inclusion Leader (Learning Specialist Higher Duties)	\$12,000.00
12 month fixed term teacher contract CT1-3	\$82,199.00
Melanie Moe (Teachers Aide)	\$3,297.00
\$52182 cash to credit transfer -Equity Allocation	\$52,182.00
Sarah Roney (THRIVE Network Leader)	\$30,947.00
Tier 2 Cash Funding Cash to Credit transfer	\$32,526.00
Naomi McMaster (Student Welfare Leader and Teacher Aide)	\$21,787.00
Totals	\$458,663.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Fiona Biss (Network Speech Pathologist)	from: Term 1	\$0.00	

	to: Term 4		
Learning Specialist Leadership Cover (0.6) CT1-3	from: Term 1 to: Term 4	\$0.00	
Sorelle Nolan (Teachers Aide)	from: Term 1 to: Term 4	\$0.00	
Elise Milligan (Teachers Aide)	from: Term 1 to: Term 4	\$0.00	
Luana Lane (School Wellbeing Officer)	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Mental Health Fund Cash Allocation	from: Term 1 to: Term 4	\$0.00	
Kerryn Cornelissen (Teacher Aide/Literacy Intervention)	from: Term 1 to: Term 4	\$31,524.00	<input checked="" type="checkbox"/> School-based staffing
Sharna Dean-Wright School Inclusion Leader (Learning Specialist Higher Duties)	from: Term 1 to: Term 4	\$0.00	

12 month fixed term teacher contract CT1-3	from: Term 1 to: Term 4	\$0.00	
Melanie Moe (Teachers Aide)	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
\$52182 cash to credit transfer -Equity Allocation	from: Term 1 to: Term 4	\$52,182.00	<input checked="" type="checkbox"/> Other Cash to credit transfer
Sarah Roney (THRIVE Network Leader)	from: Term 1 to: Term 4	\$15,474.00	<input checked="" type="checkbox"/> School-based staffing
Tier 2 Cash Funding Cash to Credit transfer	from: Term 1 to: Term 4	\$0.00	
Naomi McMaster (Student Welfare Leader and Teacher Aide)	from: Term 1 to: Term 4	\$0.00	
Totals		\$99,180.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Fiona Biss (Network Speech Pathologist)	from: Term 1 to: Term 4	\$22,034.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists
Learning Specialist Leadership Cover (0.6) CT1-3	from: Term 1 to: Term 4	\$32,919.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
Sorelle Nolan (Teachers Aide)	from: Term 1 to: Term 4	\$7,201.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Elise Milligan (Teachers Aide)	from: Term 1 to: Term 4	\$25,923.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Luana Lane (School Wellbeing Officer)	from: Term 1 to: Term 4	\$0.00	
Mental Health Fund Cash Allocation	from: Term 1 to: Term 4	\$0.00	
Kerryn Cornelissen (Teacher Aide/Literacy Intervention)	from: Term 1 to: Term 4	\$31,525.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff

Sharna Dean-Wright School Inclusion Leader (Learning Specialist Higher Duties)	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Inclusion leader
12 month fixed term teacher contract CT1-3	from: Term 1 to: Term 4	\$82,199.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Classroom teacher
Melanie Moe (Teachers Aide)	from: Term 1 to: Term 4	\$3,297.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
\$52182 cash to credit transfer -Equity Allocation	from: Term 1 to: Term 4	\$0.00	
Sarah Roney (THRIVE Network Leader)	from: Term 1 to: Term 4	\$15,474.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Other THRIVE Network Leader
Tier 2 Cash Funding Cash to Credit transfer	from: Term 1 to: Term 4	\$32,526.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Other Whole School Inclusion Leader (2 days out of the classroom)
Naomi McMaster (Student Welfare Leader and Teacher Aide)	from: Term 1 to: Term 4	\$21,787.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff

Totals		\$286,885.00	
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Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Fiona Biss (Network Speech Pathologist)	from: Term 1 to: Term 4	\$0.00	
Learning Specialist Leadership Cover (0.6) CT1-3	from: Term 1 to: Term 4	\$0.00	
Sorelle Nolan (Teachers Aide)	from: Term 1 to: Term 4	\$0.00	
Elise Milligan (Teachers Aide)	from: Term 1 to: Term 4		
Luana Lane (School Wellbeing Officer)	from: Term 1 to: Term 4	\$53,124.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Mental Health Fund Cash Allocation	from: Term 1	\$19,476.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources)

	to: Term 4		o Employ CRT to release staff member
Kerryn Cornelissen (Teacher Aide/Literacy Intervention)	from: Term 1 to: Term 4	\$0.00	
Sharna Dean-Wright School Inclusion Leader (Learning Specialist Higher Duties)	from: Term 1 to: Term 4	\$0.00	
12 month fixed term teacher contract CT1-3	from: Term 1 to: Term 4	\$0.00	
Melanie Moe (Teachers Aide)	from: Term 1 to: Term 4	\$0.00	
\$52182 cash to credit transfer -Equity Allocation	from: Term 1 to: Term 4	\$0.00	
Sarah Roney (THRIVE Network Leader)	from: Term 1 to: Term 4	\$0.00	
Tier 2 Cash Funding Cash to Credit transfer	from: Term 1 to: Term 4	\$0.00	

Naomi McMaster (Student Welfare Leader and Teacher Aide)	from: Term 1 to: Term 4	\$0.00	
Totals		\$72,600.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning sessions (during PLC planning times) focused on specific HITS	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued involvement with the Simon Breakspear Progressive Collective. This will continue to build the knowledge and capabilities of SIT members in the use of Agile Leadership strategies and processes.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Simon Breakspear	<input checked="" type="checkbox"/> On-site
3 year partnership with Adam Voigt's Real School's program: Focus on restorative practice and school culture.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Daniel Vella- Real Schools Facilitator	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (Reals Schools and Berry St)	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Whole school meeting schedule includes professional learning led by members of school wellbeing team.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SVAL PLT to implement professional learning sessions focused on student voice, agency and leadership (SVAL)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site