

2023 Annual Implementation Plan

for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Elizabeth Sarroff (School Principal) on 17 March, 2023 at 02:47 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 18 March, 2023 at 12:49 PM

Endorsed by Peter Emerson (School Council President) on 06 April, 2023 at 10:11 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

Enter your reflective comments	Since the adoption of FISO 2.0 with the dual focus of teaching and learning and wellbeing in 2022, Abbotsford Primary School has undergone a major re-structure of the bilingual curriculum, including a review of the Chinese as an Additional Curriculum, assessment schedule for all core subjects, and bilingual model (language allocation to each learning area). For wellbeing, the school underwent a minor refurbishment of an upstairs area to create a physical Wellbeing Centre where the Wellbeing Officer is able to identify and monitor students more frequently and spontaneously. This has resulted in many more students with Tier 1 and 2 support needs being provided with in-house program support, such as counselling, art therapy, and movement therapy. In summary, the school has made significant progress in the areas of leadership, teaching
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	<p>and learning, and support and resources, which are well-aligned with Goal 1 and part of Goal 2 in the 2020-2024 SSP.</p> <p>Abbotsford Primary School will shift its attention and emphasis to the remaining parts of Goal 2 in 2023.</p>
Considerations for 2023	<p>Assessment - Despite the major revision of assessment schedule in 2022, there is still a need to reconsider the assessment tools used, scheduling of assessment, and the way in which data is embedded into the teaching and learning. Decisions around assessment will also need to align with the new bilingual model which was revised at the end of 2022. The school introduced SPAplatform as a central deposit of assessment data, but the extent to which this has been utilised effectively varies across subjects.</p> <p>Leadership - The former principal announced his decision to relinquish his principalship in Term 4 of 2022, which is resulting in some instability in leadership for early 2023. At the same time, over 2022, resources have been prepared to strengthen the leadership structure of the school, with the appointment of a second Learning Specialist onto the executive team (i.e. one Learning Specialist for each language.) The school is well placed to utilise the new structure to enhance consistency in teaching and learning across the two languages.</p> <p>Engagement - The school is aware of the need to make progress on Goal 2 of the current SSP, while maintaining momentum on the DET Priority Goals that have occupied the strategic resources of the school since COVID. In 2023, Leadership is introducing Amplify to the school community and empowering both students and staff to better identify ways in which student leadership, voice and agency can be embedded into the school.</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
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent. The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 60 per cent and 40 per cent respectively. The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics will be: -38 per cent for Number and Algebra-25 per cent for Measurement and Geometry-18 per cent for Statistics and Probability-10 per cent for Science-10 per cent for English-10 per cent for Health and Physical Education-10 per cent for Arts-10 per cent for Personal Development.
To improve student learning outcomes for every student in bi-literacy and numeracy	No	By 2024, the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Year 5 <ul style="list-style-type: none"> • Reading from 8 per cent (2019) to 28 per cent • Writing from 6 per cent (2021*) to 29 per cent (*2019 data was an anomaly) 	

		<ul style="list-style-type: none"> Numeracy from 15 per cent (2019) to 23 per cent 	
		<p>By 2024, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> Reading from 50 per cent (2019) to 66 per cent Writing from 45 per cent (2019) to 64 per cent Numeracy from 50 per cent (2019) to 54 per cent <p>Year 5</p> <ul style="list-style-type: none"> Reading from 35 per cent (2021*) to 54 per cent (*2019 data was an anomaly) Writing from 18 per cent (2021*) to 28 per cent (*2019 data was an anomaly) Numeracy from 36 per cent (2019) to 42 per cent 	
		<p>By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> Reading from 33 per cent in 2020 to 40 per cent Speaking and Listening from 22 per cent in 2020 to 30 per cent Writing from 21 per cent in 2020 to 30 per cent <p>Mathematics</p> <ul style="list-style-type: none"> Number and Algebra from 35 per cent in 2020 to 40 per cent Measurement and Geometry 13 per cent in 2020 to 25 per cent Statistics and Probability 10 per cent in 2020 to 25 per cent 	
		<p>By 2024, at least 80% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> Youth Chinese Test – Level 3 (for non-native speakers) Children's Chinese Competency Certification – Seedling Level (for native speakers) 	

		<p>By 2024, 60% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> • Level 2B on the Chinese as an Additional Language (CAL) Curriculum • Character reading and writing targets set for each year band 	
		<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent • Monitor effectiveness using data from 71 per cent (2020) to 75 per cent • Understand how to analyse data from 29 per cent (2020) to 75 per cent 	
To improve (strengthen) student voice and learner agency	Yes	<p>By 2024, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 35 per cent (2019) to 60 per cent • self-regulation and goal setting from 71 per cent (2019) to 80 per cent • differentiated learning challenge from 48 per cent (2019) to 70 per cent • sense of connectedness from 68 per cent (2019) to 80 per cent • motivation and interest from 71 per cent (2019) to 80 per cent • stimulated learning from 41 per cent (2019) to 60 per cent • sense of confidence from 60 per cent (2019) to 70 per cent • resilience from 64 per cent (2019) to 80 per cent 	<p>By 2023, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:- student voice and agency from 54 per cent (2022) to 60 per cent- self-regulation and goal setting from 83 per cent (2022) to 85 per cent- differentiated learning challenge from 77 per cent (2022) to 80 per cent- sense of connectedness from 75 per cent (2022) to 80 per cent- motivation and interest from 78 per cent (2022) to 85 per cent- stimulated learning from 68 per cent (2022) to 75 per cent- sense of confidence from 63 per cent (2022) to 70 per cent- resilience from 58 per cent (2022) to 65 per cent</p>
		<p>By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • general school improvement from 77 per cent (2020) to 90 per cent • general school satisfaction from 81 per cent (2020) to 90 per cent 	<p>By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:- general school improvement maintained at 90 per cent or above (2022) - general school satisfaction</p>

		<ul style="list-style-type: none"> • student agency and voice from 72 per cent (2020) to 90 per cent • stimulating learning environment from 70 per cent (2020) to 90 per cent • student motivation & support from 78 per cent (2020) to 90 per cent • confidence and resilience skills from 82 per cent (2020) to 90 per cent 	maintained at 96 per cent or above (2022)- student agency and voice from 81 per cent (2022) to 90 per cent- stimulating learning environment maintained at 94 per cent or above (2022) - student motivation & support from 88 per cent (2022) to 90 per cent- confidence and resilience skills from 89 per cent (2022) to 90 per cent
		<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 71 per cent (2020) to 90 per cent 	<p>By 2023, improve the percentage of positive endorsement on SSS teaching & learning - evaluation module for the components of:-</p> <p>Use student feedback to improve practice from 58 per cent (2022) to 70 per cent</p>
		Maintain the Year F–6 average absences per student to be 14 days or less	Reduce the Year F–6 average absences per student to be 14 days or less (from 16.6 in 2022)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1-month target	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 60 per cent and 40 per cent respectively.</p> <p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics will be:</p> <ul style="list-style-type: none"> -38 per cent for Number and Algebra -25 per cent for Measurement and Geometry -18 per cent for Statistics and Probability <p>AtoSS factors (positive responses):</p>

	-10 per cent high resilience -70 per cent for student voice and agency -60 per cent for respect-based statements Staff Opinion Survey (positive responses): -70 per cent in teacher collaboration -70 per cent in collective participation -75 per cent in collaborate to scaffold student learning	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	To improve (strengthen) student voice and learner agency	
12-month target 3.1-month target	By 2023, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: - student voice and agency from 54 per cent (2022) to 60 per cent - self-regulation and goal setting from 83 per cent (2022) to 85 per cent - differentiated learning challenge from 77 per cent (2022) to 80 per cent - sense of connectedness from 75 per cent (2022) to 80 per cent - motivation and interest from 78 per cent (2022) to 85 per cent - stimulated learning from 68 per cent (2022) to 75 per cent	

	<ul style="list-style-type: none"> - sense of confidence from 63 per cent (2022) to 70 per cent - resilience from 58 per cent (2022) to 65 per cent 	
12-month target 3.2-month target	<p>By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> - general school improvement maintained at 90 per cent or above (2022) - general school satisfaction maintained at 96 per cent or above (2022) - student agency and voice from 81 per cent (2022) to 90 per cent - stimulating learning environment maintained at 94 per cent or above (2022) - student motivation & support from 88 per cent (2022) to 90 per cent - confidence and resilience skills from 89 per cent (2022) to 90 per cent 	
12-month target 3.3-month target	<p>By 2023, improve the percentage of positive endorsement on SSS teaching & learning - evaluation module for the components of:</p> <ul style="list-style-type: none"> - Use student feedback to improve practice from 58 per cent (2022) to 70 per cent 	
12-month target 3.4-month target	Reduce the Year F–6 average absences per student to be 14 days or less (from 16.6 in 2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a consistent school and community understanding and approach to student agency and voice in learning	Yes
KIS 3.b Positive climate for learning	Embed strategies for effective feedback within 3-way partnerships between students, staff and parents	Yes
KIS 3.c Positive climate for learning	Embed the school's processes for supporting resilience and wellbeing	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This goal has been postponed during 2021 and 2022 to give priority to the Department Priority goals. In the post-COVID phase, we have seen a growing need for a schoolwide focus and emphasis on student voice and learner agency. Given that our next review is in 2024, we would like to use 2023 to develop action plans to implement these KIS and ensure that the 2024 targets are met.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 60 per cent and 40 per cent respectively.</p> <p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics will be:</p> <ul style="list-style-type: none"> -38 per cent for Number and Algebra -25 per cent for Measurement and Geometry -18 per cent for Statistics and Probability <p>AtoSS factors (positive responses):</p> <ul style="list-style-type: none"> -10 per cent high resilience -70 per cent for student voice and agency -60 per cent for respect-based statements <p>Staff Opinion Survey (positive responses):</p> <ul style="list-style-type: none"> -70 per cent in teacher collaboration -70 per cent in collective participation -75 per cent in collaborate to scaffold student learning
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>A restructure of the way in which Numeracy is taught at Abbotsford with the Chinese team taking responsibility for delivering this area of the curriculum.</p> <p>Build staff capacity in pedagogy and differentiation in order to identify and meet students' individual learning needs.</p> <p>Continue to develop a multi-tiered response to meet students' individual learning needs.</p>

Outcomes	<p>Chinese speaking teachers will plan for and deliver lessons based on a CLIL design.</p> <p>Chinese speaking teachers will plan for and deliver a differentiated Numeracy program based on student learning data.</p> <p>Teachers will use both Chinese and English based resources to support student growth.</p> <p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Teachers will identify student learning needs based on diagnostic assessment data.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs.</p> <p>Tutors will provide targeted academic support to students.</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.</p>			
Success Indicators	<p>Early indicators:</p> <p>Curriculum documentation will show plans for differentiation.</p> <p>Notes from TLI meetings will show plans to support individual students' learning needs.</p> <p>Late indicators:</p> <p>Victorian Curriculum judgements will show growth in learning.</p> <p>NAPLAN: data will show growth in student learning from medium to high in numeracy.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
'Origo' - both teaching and learning Numeracy resource and professional development platform engaged to support building teachers capacity in teaching numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,014.00
Professional Development in data analysis- MOI, by previous Learning Specialist. introduction to various math resources as well as hands on activities for students	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$500.00

			to: Term 2	
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed a whole school Cyber Safety Program. Further embed and mobilise available responses to support students' wellbeing and mental health. Targeted 1:1 program(s) for the most vulnerable students.			
Outcomes	All staff will incorporate trauma informed practices across the school. Students and families will be referred to specialised services as required. Classroom: Teachers will embed universal wellbeing and engagement practices at an individual and tailored level. Individual: Vulnerable students and students at risk will receive individualised support with regular monitoring and assessment.			
Success Indicators	<p>Early Indicators: Students and families have knowledge and understanding of school wide supports that are available. Introduction of schoolwide self-regulation program, Zones of Regulation, to be utilised as a model by all staff and taught to parents. Curriculum documentation will show plans for social and emotional learning. Curriculum documents plan for and address Cyber Safety learning.</p> <p>Late Indicators: SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build positive peer relationships through mixed year level groups	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed a peer mediation system to encourage peer support across year levels	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Update the scope and sequence for the two-year Wellbeing curriculum cycle	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Lead school in the Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,156.00
Art Therapy for identified students	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Newsletter to include articles on wellbeing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing use of Wellbeing Centre and equipment for students who need a breakout space/ students identified as requiring particular services.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Employment of School Counsellors 1x Semester 1 and 2, 1x Semester 2	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Cyber Safety Drama program	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve (strengthen) student voice and learner agency			
12-month target 3.1 target	By 2023, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> - student voice and agency from 54 per cent (2022) to 60 per cent - self-regulation and goal setting from 83 per cent (2022) to 85 per cent - differentiated learning challenge from 77 per cent (2022) to 80 per cent - sense of connectedness from 75 per cent (2022) to 80 per cent - motivation and interest from 78 per cent (2022) to 85 per cent - stimulated learning from 68 per cent (2022) to 75 per cent - sense of confidence from 63 per cent (2022) to 70 per cent - resilience from 58 per cent (2022) to 65 per cent 			
12-month target 3.2 target	By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> - general school improvement maintained at 90 per cent or above (2022) - general school satisfaction maintained at 96 per cent or above (2022) 			

	<ul style="list-style-type: none"> - student agency and voice from 81 per cent (2022) to 90 per cent - stimulating learning environment maintained at 94 per cent or above (2022) - student motivation & support from 88 per cent (2022) to 90 per cent - confidence and resilience skills from 89 per cent (2022) to 90 per cent
12-month target 3.3 target	<p>By 2023, improve the percentage of positive endorsement on SSS teaching & learning - evaluation module for the components of:</p> <ul style="list-style-type: none"> - Use student feedback to improve practice from 58 per cent (2022) to 70 per cent
12-month target 3.4 target	Reduce the Year F–6 average absences per student to be 14 days or less (from 16.6 in 2022)
KIS 3.a Intellectual engagement and self-awareness	Develop a consistent school and community understanding and approach to student agency and voice in learning
Actions	<ul style="list-style-type: none"> - Introduce and implement AMPLIFY to all stakeholders - Restructure Junior School Council and it's leadership opportunities - Review and refine the curriculum to identify and implement authentic opportunities for students to co-design their learning - Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -provide opportunities for staff to engage in professional learning around student, voice and agency. -Engage in PLC training to inform a scaffolded inquiry method into student voice, agency and leadership. <p>Teachers will:</p> <ul style="list-style-type: none"> -understand what student voice, agency and leadership is - provide opportunities for students at APS to establish authentic voice and agency within their learning <p>Students will:</p> <ul style="list-style-type: none"> -be able to articulate the opportunities for voice, agency and leadership within their learning environment - have input into the direction of their individualised learning goals
Success Indicators	<ul style="list-style-type: none"> - PLC Scaffolded Inquiry reflection - % of Positive response maintained or increased- AtSS: Student voice and agency, Self-regulation and goal setting, Stimulated learning, Differentiated learning challenge, - % of Positive response maintained or increased - SOS: Use student feedback to improve practice.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
DET- PLC CPL training	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Dream and Lead Conference for members of Junior School Council, to build confidence and act as change agents for the student body.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$350.00
Skills Builder online platform and resources	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Consistent Student goal setting in classrooms across all learning subjects	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Regular timetabled JSC meetings and opportunities for communication at assemblies and through newsletter articles	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Newsletter Articles and Assembly Spotlight on Student voice, Agency and Leadership	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,150.00

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Engage in and have ongoing reference to AMPLIFY with professional learning opportunities	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00
KIS 3.b Intellectual engagement and self-awareness	Embed strategies for effective feedback within 3-way partnerships between students, staff and parents			
Actions	PLC CPL training to inform teams on how to conduct a scaffolded inquiry into effective feedback. Parent Teacher Conferences 2 x year Regular communication to parents via formal and informal methods. ie: newsletter, Compass, Seesaw, phone calls, after school visibility and conversation. Literacy and Numeracy information sessions provided to the school community. Compass- Chronicle data is up to date and shared between all staff (and parents when required) Whole School events and Shared Learning opportunities to be embedded in the calendar and communicated to all stakeholders.			
Outcomes	Leaders: To model best practice and engage in peer observation and mentoring of graduate staff members. Leaders/Teachers: Event schedule to reflect regular opportunities for Whole Staff and smaller PLTs to meet. Teachers: Whole staff understanding of where PLTs take place and the protocols and norms redeveloped and adhered to in consultation. Integration Aid: To support funded students and build communication and relationships with their families. Students: Clear understanding of learning expectations- consistent across all learning areas Students: To begin to participate in parent teacher conferences			
Success Indicators	Goal setting documentation Newsletter articles Compass Calendar updated and available to community.			

	% of Positive response maintained or increased- Parent Opinion Survey: general school improvement, general school satisfaction, student agency and voice, stimulating learning environment, student motivation & support			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC- CPL training (as stated above)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Meetings to have an agenda and be minuted	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Design and implementation of the Term's Event Schedule	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Compass Calendar maintained and updated regularly	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,100.00
Parent Teacher Conferences scheduled with Student involvement in the meeting.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Employment of 0.9 FTE Integration Aid	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$14,257.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 3.c Health and wellbeing	Embed the school's processes for supporting resilience and wellbeing			
Actions	<p>Collective expectation on managing restorative practices with students with ongoing monitoring and review.</p> <p>Teachers to participate in regular PD on Zones of Regulation</p> <p>Whole staff review on Behaviour Management strategies with a focus on building positive behaviour management strategies across the school.</p> <p>Implementation of Berry St Trauma informed practices</p>			
Outcomes	<p>All staff are chronicling and there is clear process in place as to who is responsible for entering data.</p> <p>Consistent language is used across the school in relation to identifying behaviours and emotions.</p> <p>Students are better able to regulate their emotional state.</p> <p>Students are seeking co regulation support from trusted adults.</p> <p>Minor conflicts that arise during Recess and Lunch are mediated by Senior Peer Mediation Students.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Introduction of schoolwide self-regulation program, Zones of Regulation, to be utilised as a model by all staff and taught to parents.</p> <p>Curriculum documentation will show plans for social and emotional learning.</p> <p>Curriculum documents plan for and include lesson on resilience and wellbeing.</p> <p>Late Indicators:</p> <p>SSS factors: instructional leadership, collective efficacy, trust in colleagues</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Timetable to include a formal session on Wellbeing every fortnight	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Breathe circle for students identified as requiring resilience support	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilisation of the language and strategies in Berry St, such as Brain Breaks, Positive Primers and Shout Outs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Class displays to include Zones of Regulation and positive behaviour reminders	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250.00
Use of house points as positive reinforcement for behaviour and learning achievements used by all teachers, across all subject areas throughout the school.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$29,002.20	\$24,757.00	\$4,245.20
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,200.00	\$661.25
Total	\$56,863.45	\$51,957.00	\$4,906.45

Activities and milestones – Total Budget

Activities and milestones	Budget
Embed a peer mediation system to encourage peer support across year levels	\$500.00
Art Therapy for identified students	\$500.00
Ongoing use of Wellbeing Centre and equipment for students who need a breakout space/ students identified as requiring particular services.	\$1,000.00
Employment of School Counsellors 1x Semester 1 and 2, 1x Semester 2	\$21,000.00
Cyber Safety Drama program	\$1,200.00
Employment of 0.9 FTE Integration Aid	\$14,257.00
Breathe circle for students identified as requiring resilience support	\$3,500.00
Totals	\$41,957.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed a peer mediation system to encourage peer support across year levels	from: Term 1 to: Term 4	\$500.00	✓ Teaching and learning programs and resources
Employment of 0.9 FTE Integration Aid	from: Term 1 to: Term 4	\$14,257.00	✓ School-based staffing
Totals		\$14,757.00	

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
Art Therapy for identified students	from: Term 1 to: Term 4	\$500.00	✓ Arts Therapists This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

Ongoing use of Wellbeing Centre and equipment for students who need a breakout space/ students identified as requiring particular services.	from: Term 1 to: Term 4	\$1,000.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Employment of School Counsellors 1x Semester 1 and 2, 1x Semester 2	from: Term 1 to: Term 4	\$21,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Cyber Safety Drama program	from: Term 3 to: Term 4	\$1,200.00	☑ Brainstorm Productions This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Program delivered in school by external service provider
Breathe circle for students identified as requiring resilience support	from: Term 1 to: Term 3	\$3,500.00	☑ Employ staff to support Tier 1 activities
Totals		\$27,200.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
CRT cover for Professional Development	\$8,000.00
Cost associated with accessing support services	\$2,000.00

Totals	\$10,000.00
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Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
CRT cover for Professional Development	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> CRT
Cost associated with accessing support services	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$10,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
CRT cover for Professional Development	from: Term 1 to: Term 4		
Cost associated with accessing support services	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
CRT cover for Professional Development	from: Term 1 to: Term 4	\$0.00	
Cost associated with accessing support services	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Continue peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
'Origo' - both teaching and learning Numeracy resource and professional development platform engaged to support building teachers capacity in teaching numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Origo Numeracy Platform	<input checked="" type="checkbox"/> On-site
Professional Development in data analysis- MOI, by previous Learning Specialist. introduction to various math resources as well as hands on activities for students	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Lead school in the Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Online

		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Department initiative	
DET- PLC CPL training	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources PLC training	<input checked="" type="checkbox"/> Off-site Polytechnic Preston
Skills Builder online platform and resources	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Skills Builder- Essential Skills Resources and Curriculum Development	<input checked="" type="checkbox"/> Off-site Online