

# 2023 Annual Implementation Plan

## for improving student outcomes

Cranbourne Park Primary School (4887)



Submitted for review by Ross Carlson (School Principal) on 08 February, 2023 at 10:36 AM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 16 February, 2023 at 10:58 AM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>2022 was a very successful year. Significant changes were introduced from 2021 and all teachers were pushed to change teacher practice to support new programs, curriculum delivery, wellbeing responses and professional growth. Priority project plans were implemented and reviewed at SIT meetings three times per term.</p> <p>Through the continued support of each other, the PLT structure was embedded and a strong delivery approach was provided. PLT leaders meetings were held with a committed focus/agenda and targeted planning enabled the team to meet each term's goals. This was fed further to PLT meetings across the school developing a collaborative and consistent approach for all staff.</p>
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	<p>Using best practice and evidence based research the curriculum was strengthened and all staff participated in additional PL sessions. Leaders attended schools during the year to observe best practice and develop our knowledge and skills in developing change. Using the Talk for Writing program, students have been exposed to a deeper understanding of how language is developed. Our Numeracy program was reviewed during the year with new plans developed for 2023. Students continued to be supported through differentiated planning.</p> <p>The wellbeing of students continues to be a major focus for the school, particularly those from a trauma based background or those that are vulnerable. Our new wellbeing response process (5Rs) has enabled students a voice when their emotions become heightened. Staff professional development was a priority through the CASEA team with a focus on the Zones of Regulation. Connections between home and school were strengthened and teachers provided a clear line of communication. Additional connections were made outside the school context to provided support for families.</p>
<p><b>Considerations for 2023</b></p>	<ul style="list-style-type: none"> <li>- Implement new curriculum approach for Numeracy</li> <li>- Utilise the Zones of Regulation across the school in a consistent approach</li> <li>- Further embed the Respectful Relationships curriculum with Consent Education</li> <li>- Enhance the wellbeing process through further professional learning sessions</li> <li>- Support new staff to CPPS with a focus on the Talk for Writing approach whilst embedding a strong approach with existing staff</li> <li>- Support teacher capacity and knowledge of the curriculum through professional learning</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;            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.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve learning outcomes for all students in Literacy and Numeracy.
<b>Target 2.1</b>	<p>By 2024 NAPLAN results will show an increase in the percentage of students making high relative growth.</p> <ul style="list-style-type: none"> <li>• 30% of students in Year 5 Reading (21.9% in 2019)</li> <li>• 20% of students in Year 5 Numeracy (3% in 2019)</li> </ul>
<b>Target 2.2</b>	<p>By 2024 NAPLAN results will show an increase in the percentage of students achieving in the top two bands.</p> <ul style="list-style-type: none"> <li>• 47% of Year 3 and 5 students in Reading (2019: 33% for Year 5, 47% in Year 3)</li> <li>• 30% of Year 3 and 5 students in Numeracy (2019: 15% for Year 5, 25% in Year 3)</li> </ul>

<b>Target 2.3</b>	<p>By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy</p> <ul style="list-style-type: none"> <li>• No more than 18% Year 3 and 5 students (2019: 20% for Year 5, 21% in Year 3)</li> </ul>
<b>Target 2.4</b>	<p>By 2024 the SSS results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>• 65% in Collective efficacy (34% in 2020)</li> <li>• 70% in Academic emphasis (29% in 2020)</li> </ul>
<b>Target 2.5</b>	<p>By 2024 the student attitude to school survey results will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>• 80% Learning confidence (66% in 2020)</li> </ul>
<b>Target 2.6</b>	<p>By 2024 the SSS (Leadership module) results will show improved positive endorsement in the area of</p> <ul style="list-style-type: none"> <li>• 60% in “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Develop and embed an evidenced based instructional model that also guides selected programs and structures in Literacy and Numeracy.</p>
<b>Key Improvement Strategy 2.b</b>	<p>Prioritise PLTs as the essential structure to develop consistent teacher practice in curriculum content, and delivery and the use of data.</p>

Evaluating impact on learning	
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Establish and embed an effective PL and induction program focused largely on school priorities.
<b>Goal 3</b>	To improve student engagement in learning and life at school.
<b>Target 3.1</b>	By 2024 student attendance data will increase to an average of no more than 14 days of absences per student (22.70 days in 2020)
<b>Target 3.2</b>	By 2024 the student AToSS will show improved positive endorsement. <ul style="list-style-type: none"> <li>• 80% school connectedness (71% in 2020)</li> </ul>
<b>Target 3.3</b>	By 2024 the SSS results will show positive endorsement <ul style="list-style-type: none"> <li>• 60% positive parent and community involvement (27% in 2020)</li> <li>• 60% positive trust in students and parents (25% in 2020)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Review and embed evidence-based policies, processes and structures to support the orderly learning environment.
<b>Key Improvement Strategy 3.b</b>	Investigate, implement and embed student goal setting and feedback mechanisms enabling student voice and agency in learning.

Empowering students and building school pride	
<b>Goal 4</b>	To improve student wellbeing.
<b>Target 4.1</b>	<p>By 2024 the student AToSS will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>• 80% “students respect for students” (44% in 2020)</li> <li>• 80% “students respect for teachers” (49% in 2020)</li> <li>• 90% “student safety at school” (68% in 2020)</li> <li>• 70% positive response for the teacher noticing when “something is bothering them” (58% in 2020 under teacher concern)</li> </ul>
<b>Target 4.2</b>	<p>By 2024 the Parent Opinion Survey will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>• 85% Promoting positive behaviour (75% in 2020)</li> <li>• 85% Respect for diversity (75% in 2020)</li> </ul>
<b>Target 4.3</b>	<p>By 2024 the SSS will show improved positive endorsement of:</p> <ul style="list-style-type: none"> <li>• 65% of staff believe teachers in this school work together to support the growth and learning of the whole student (52% in 2020)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Investigate, select and implement evidence-based programs to support students’ wellbeing.





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>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.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student learning</p> <ul style="list-style-type: none"> <li>- Enhanced instructional models will support the teaching and learning outcomes for students</li> <li>- PLT development will continue to be a focus to improve teacher capacity</li> <li>- Enhanced numeracy approach including daily review will be embedded across P-6</li> <li>- SSS (Leadership module) results will show improved positive endorsement (at least 85%) in the area of “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> <li>- By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy</li> <li>No more than 18% for year 5 students (2019: 20% for Year 5)</li> <li>- NAPLAN results will show a decrease (from 17%, 2022) of students in year 3 achieving in the bottom two bands in numeracy</li> <li>- Introduction of an intervention approach for both Literacy and Numeracy will</li> </ul>

			<p>scaffold learners whilst extend others.</p> <ul style="list-style-type: none"> <li>- Professional learning within the network to drive school improvement</li> </ul> <p>Student wellbeing</p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will be increased to 84% (2021) or higher</li> <li>- Student attitude to school (school connectedness) will be increased to 80% (2021) or higher</li> <li>- Wellbeing programs to support mental health using the mental health fund are implemented</li> <li>- Staff survey results will show improved positive endorsement of staff working together for the development of the whole student (52% in 2020)</li> <li>- Staff survey results will show an increase (60% by 2024) in positive trust for parent engagement (2020: 27%)</li> <li>- Parent opinion survey results will increase (85% by 2024) in the promoting positive behaviour (80% in 2022)</li> <li>- Professional Learning within the Network for Wellbeing Leaders</li> </ul>
To improve learning outcomes for all students in Literacy and Numeracy.	No	<p>By 2024 NAPLAN results will show an increase in the percentage of students making high relative growth.</p> <ul style="list-style-type: none"> <li>• 30% of students in Year 5 Reading (21.9% in 2019)</li> <li>• 20% of students in Year 5 Numeracy (3% in 2019)</li> </ul>	

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		<p>By 2024 the student attitude to school survey results will show improved positive endorsement.</p>	

		<ul style="list-style-type: none"> <li>• 80% Learning confidence (66% in 2020)</li> </ul>	
		<p>By 2024 the SSS (Leadership module) results will show improved positive endorsement in the area of</p> <ul style="list-style-type: none"> <li>• 60% in “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> </ul>	
To improve student engagement in learning and life at school.	No	By 2024 student attendance data will increase to an average of no more than 14 days of absences per student (22.70 days in 2020)	
		<p>By 2024 the student AToSS will show improved positive endorsement.</p> <ul style="list-style-type: none"> <li>• 80% school connectedness (71% in 2020)</li> </ul>	
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		<ul style="list-style-type: none"> <li>• 60% positive trust in students and parents (25% in 2020)</li> </ul>	
To improve student wellbeing.	No	<p>By 2024 the student AToSS will show improved positive endorsement:</p> <ul style="list-style-type: none"> <li>• 80% “students respect for students” (44% in 2020)</li> <li>• 80% “students respect for teachers” (49% in 2020)</li> <li>• 90% “student safety at school” (68% in 2020)</li> <li>• 70% positive response for the teacher noticing when “something is bothering them” (58% in 2020 under teacher concern)</li> </ul>	
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<b>Goal 1</b>	<p><b>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;</b>          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.</p>		
<b>12 Month Target 1.1</b>	<p><b>Student learning</b></p> <ul style="list-style-type: none"> <li>- Enhanced instructional models will support the teaching and learning outcomes for students</li> <li>- PLT development will continue to be a focus to improve teacher capacity</li> <li>- Enhanced numeracy approach including daily review will be embedded across P-6</li> <li>- SSS (Leadership module) results will show improved positive endorsement (at least 85%) in the area of “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> <li>- By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy No more than 18% for year 5 students (2019: 20% for Year 5)</li> <li>- NAPLAN results will show a decrease (from 17%, 2022) of students in year 3 achieving in the bottom two bands in numeracy</li> <li>- Introduction of an intervention approach for both Literacy and Numeracy will scaffold learners whilst extend others.</li> <li>- Professional learning within the network to drive school improvement</li> </ul> <p><b>Student wellbeing</b></p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will be increased to 84% (2021) or higher</li> <li>- Student attitude to school (school connectedness) will be increased to 80% (2021) or higher</li> <li>- Wellbeing programs to support mental health using the mental health fund are implemented</li> <li>- Staff survey results will show improved positive endorsement of staff working together for the development of the whole student (52% in 2020)</li> <li>- Staff survey results will show an increase (60% by 2024) in positive trust for parent engagement (2020: 27%)</li> <li>- Parent opinion survey results will increase (85% by 2024) in the promoting positive behaviour (80% in 2022)</li> <li>- Professional Learning within the Network for Wellbeing Leaders</li> </ul>		
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?	

<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<p>Student learning</p> <ul style="list-style-type: none"> <li>- Enhanced instructional models will support the teaching and learning outcomes for students</li> <li>- PLT development will continue to be a focus to improve teacher capacity</li> <li>- Enhanced numeracy approach including daily review will be embedded across P-6</li> <li>- SSS (Leadership module) results will show improved positive endorsement (at least 85%) in the area of “the schools leadership team are directly involved in helping teachers make instructional decisions using assessment data” (14% in 2020)</li> <li>- By 2024 NAPLAN results will show a decrease in the percentage of students achieving in the bottom two bands in Numeracy No more than 18% for year 5 students (2019: 20% for Year 5)</li> <li>- NAPLAN results will show a decrease (from 17%, 2022) of students in year 3 achieving in the bottom two bands in numeracy</li> <li>- Introduction of an intervention approach for both Literacy and Numeracy will scaffold learners whilst extend others.</li> <li>- Professional learning within the network to drive school improvement</li> </ul> <p>Student wellbeing</p> <ul style="list-style-type: none"> <li>- Student attendance data will show on average less than 18 days absent per student. (22.70 days in 2020 per student)</li> <li>- Student attitude to school (student safety at school) will be increased to 84% (2021) or higher</li> <li>- Student attitude to school (school connectedness) will be increased to 80% (2021) or higher</li> <li>- Wellbeing programs to support mental health using the mental health fund are implemented</li> <li>- Staff survey results will show improved positive endorsement of staff working together for the development of the whole student (52% in 2020)</li> <li>- Staff survey results will show an increase (60% by 2024) in positive trust for parent engagement (2020: 27%)</li> <li>- Parent opinion survey results will increase (85% by 2024) in the promoting positive behaviour (80% in 2022)</li> <li>- Professional Learning within the Network for Wellbeing Leaders</li> </ul>
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Enhance PLT structure to build teacher capacity</li> <li>- PLT team leaders professional learning weekly</li> <li>- PLT processes revised and updated to reflect new practice changes</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide professional learning for staff on the updated instructional models including the daily review in Numeracy</li> <li>- Implement Responsive Teaching practices and provide professional learning</li> <li>- Develop teacher capacity and knowledge on Talk for Writing and the Science of Reading</li> <li>- Implement the Intervention program to support students in need and extend others</li> <li>- Promote positive engagement for staff, students and parents to motivate student learning</li> <li>- Focus on student data and assessment results to drive teaching and learning plans</li> <li>- Participate in the network CoP on driving school improvement</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- There will be a consistent approach to the running of PLTs with school-wide PLT schedule/focus</li> <li>- Enhanced PLT processes and practices outlined in teacher handbook</li> <li>- Improved students outcomes through clear and consistent teaching practice for literacy and numeracy</li> <li>- Staff will have a deeper understanding on how to plan effectively to meet student needs through PLTs and implement Responsive Teaching practices</li> <li>- Staff knowledge of the Victorian Curriculum will improve enabling broader differentiation in teaching and learning</li> <li>- Students will receive additional support for point of need through the Intervention program</li> <li>- Stronger engagement and sense of connectedness from all levels of school community</li> <li>- Professional Learning on driving school improvement for the leadership team</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- PLT rubric will show growth</li> <li>- PLT meetings will demonstrate a consistent and collaborative approach</li> <li>- NAPLAN data will improve (refer to targets)</li> <li>- Teaching and Learning plans will be differentiated to suit point of need</li> <li>- Teacher judgement data will be closer aligned with NAPLAN data</li> <li>- Increase in positive endorsement in student attitude to school survey</li> <li>- Staff opinion survey results will be closer to our SSP targets</li> <li>- Continued implementation and success with school-wide change</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
- Develop and follow action plans to assist in driving implementation and monitoring	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Provide professional learning for staff on the updated instructional models including the daily review in Numeracy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Implement the updated Instructional Models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
- Implement the Intervention program to support students in need and extend others	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Implement Responsive Teaching practices including professional learning sessions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Continue to implement consistently applied school wide Wellbeing, Engagement and Inclusive practices and procedures across the school</li> <li>- Engage with families and students to improve attendance</li> <li>- Implement additional mental health supports through the Mental Health Fund</li> <li>- Build staff capacity in understanding student challenges including trauma, mental health, grief</li> <li>- Engage with staff and families to develop a stronger connection and working relationship</li> <li>- Professional learning for wellbeing leaders in the local network (CoP)</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Clear understanding of the school processes to follow to support student engagement, wellbeing, and attendance concerns</li> <li>- Enhanced connections for parents, students and staff</li> <li>- Staff have a deeper understanding on how to support the individual needs of students</li> <li>- Improved attendance levels (see targets)</li> <li>- Mental Health support provided to students</li> <li>- Wellbeing leaders will gain further knowledge in supporting students</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Improved staff and parent opinion survey results (see targets)</li> <li>- Improved connections between students and the school resulting in lesser behavioural concerns</li> <li>- Lower absences</li> <li>- Students connections will be stronger (Student attitude to school survey results)</li> <li>- Feedback from staff, students, parents will show improved results</li> <li>- Knowledge shared within the network on our school progress</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
- Implement school wide Wellbeing, Engagement and Inclusive practices and procedures across the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
- Engage with families and students to improve attendance	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Implement additional mental health supports through the Mental Health Fund	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Embed the Respectful Relationships curriculum and include the Consent Curriculum	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Provide professional learning to staff	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Additional student support for classrooms through ES employment and continued running of STA program	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$0.00	\$657,941.00	-\$657,941.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$38,319.25	-\$38,319.25
<b>Total</b>	<b>\$0.00</b>	<b>\$696,260.25</b>	<b>-\$696,260.25</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Develop and follow action plans to assist in driving implementation and monitoring	\$10,000.00
- Provide professional learning for staff on the updated instructional models including the daily review in Numeracy	\$20,000.00
- Implement the Intervention program to support students in need and extend others	\$80,000.00
- Implement school wide Wellbeing, Engagement and Inclusive practices and procedures across the school	\$10,000.00
- Implement additional mental health supports through the Mental Health Fund	\$40,000.00
- Provide professional learning to staff	\$10,000.00
- Additional student support for classrooms through ES employment and continued running of STA program	\$200,000.00

<b>Totals</b>	\$370,000.00
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## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Develop and follow action plans to assist in driving implementation and monitoring	from: Term 1 to: Term 4	\$10,941.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
- Provide professional learning for staff on the updated instructional models including the daily review in Numeracy	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Wages for LS and D&I leader to work in classrooms
- Implement the Intervention program to support students in need and extend others	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
- Implement school wide Wellbeing, Engagement and Inclusive practices and procedures across the school	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Set up of reset spaces
- Provide professional learning to staff	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services

- Additional student support for classrooms through ES employment and continued running of STA program	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$330,941.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
- Implement additional mental health supports through the Mental Health Fund	from: Term 1 to: Term 4	\$38,319.25	<input checked="" type="checkbox"/> Dogs Connect Program  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul>
<b>Totals</b>		\$38,319.25	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Chaplaincy program - school additional funding	\$12,000.00
D&I support teacher role	\$100,000.00
Curriculum resources	\$20,000.00
Wellbeing leader role	\$50,000.00
Funds towards inclusive practices/ facilities	\$60,000.00
Additional staffing to reduce class sizes	\$85,000.00
<b>Totals</b>	<b>\$327,000.00</b>

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Chaplaincy program - school additional funding	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
D&I support teacher role	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Curriculum resources	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Wellbeing leader role	from: Term 1	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Funds towards inclusive practices/ facilities	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Other resources, facility upgrades etc
Additional staffing to reduce class sizes	from: Term 1 to: Term 4	\$85,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$327,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Chaplaincy program - school additional funding	from: Term 1 to: Term 4		
D&I support teacher role	from: Term 1 to: Term 4		
Curriculum resources	from: Term 1 to: Term 4		
Wellbeing leader role	from: Term 1		

	to: Term 4		
Funds towards inclusive practices/ facilities	from: Term 1 to: Term 4		
Additional staffing to reduce class sizes	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Chaplaincy program - school additional funding	from: Term 1 to: Term 4	\$0.00	
D&I support teacher role	from: Term 1 to: Term 4	\$0.00	
Curriculum resources	from: Term 1 to: Term 4	\$0.00	
Wellbeing leader role	from: Term 1	\$0.00	

	to: Term 4		
Funds towards inclusive practices/ facilities	from: Term 1 to: Term 4	\$0.00	
Additional staffing to reduce class sizes	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Develop and follow action plans to assist in driving implementation and monitoring	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Provide professional learning for staff on the updated instructional models including the daily review in Numeracy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
- Implement the updated Instructional Models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site



			<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
- Implement the Intervention program to support students in need and extend others	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
- Implement Responsive Teaching practices including professional learning sessions	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Responsive Teaching professional	<input checked="" type="checkbox"/> On-site
- Implement school wide Wellbeing, Engagement and Inclusive practices and procedures across the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Departmental resources SSS, outside agencies, other schools	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
- Implement additional mental health supports through the Mental Health Fund	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Dogs Connect	<input checked="" type="checkbox"/> On-site
- Embed the Respectful Relationships curriculum and include the Consent Curriculum	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants RR consultant	<input checked="" type="checkbox"/> On-site
- Provide professional learning to staff	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants PD as needed <input checked="" type="checkbox"/> Departmental resources PD as needed	<input checked="" type="checkbox"/> On-site