

# 2024 Annual Implementation Plan

## for improving student outcomes

Thornbury Primary School (3889)



# Thornbury

## Primary School

Submitted for review by David Wells (School Principal) on 15 February, 2024 at 03:10 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	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	Emerging
	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	Emerging
	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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
<b>Future planning</b>	<p>Feedback from students - about their learning experience and input into learning</p> <p>Parent engagement - positive messaging - engagement in learning - parent/teacher meetings in term 1 and 3.</p> <p>Communication of participation and involvement - committees, opportunities - empower leaders</p> <p>Curriculum events - STEM evening</p> <p>Enhancing opportunities for student voice - empower leaders</p>	

	Building teacher capacity in use of assessment and data analysis to inform teaching Implement SEL scope and sequence and continue reviewing and strengthening policies and procedures in wellbeing
<b>Documents that support this plan</b>	

## 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>Priorities goal</b> 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	
<p>Improve numeracy outcomes for all students.</p>	Yes	<p>By 2026, decrease the proportion of students with below benchmark growth in NAPLAN Numeracy from 23% in 2021 to 17%.</p>	<p>Decrease the percentage of students with below benchmark growth in numeracy to be at or below 20%. Reduce the difference between the percentage of females (29% in 2021) and males ( 13% in 2021) with below benchmark growth in NAPLAN Numeracy from 16% in 2021 to less than 10% in 2024.</p>
		<p>By 2026, increase the proportion of Year 5 students in the top 2 NAPLAN bands in Numeracy from 30% in 2021 to 37%.</p>	<p>Increase the percentage of students achieving at Exceeding and Strong proficiency levels combined in NAPLAN Numeracy to: - above 70% in Year 3 (from 63% in 2023) - above 60% in Year 5 (from 54% in 2023) Increase the percentage of students achieving at Exceeding proficiency level in NAPLAN Numeracy to: - above 15% in Year 3 ( from 10% in 2023 and consistent with similar schools and state averages) - above 10% in Year 5 (from 4% in 2023) Decrease the</p>

			percentage of students achieving at Needs Additional Support in NAPLAN Numeracy to: - below 9% in Year 3 (from 12% in 2023 and consistent with the state average) - below 10% in Year 5 (from 16% in 2023) Increase the proportion of students assessed as working at or above the expected level in Number and Algebra to 86% (consistent with the state average)
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>Guaranteed and viable curriculum (School Climate) from 36% in 2021 to 70%</li> <li>Use evidence to inform teaching practice (Teaching and Learning – Evaluation) 39% in 2021 to 80%</li> <li>Using student feedback to improve practice (Teaching and Learning – Evaluation) 17% in 2021 to 60%</li> </ul>	<p>Increase in positive endorsement of the School Staff Survey (SSS) for the following measures: - Guaranteed and viable curriculum (School Climate) to 50% (from 39% in 2023) - Use evidence to inform teaching practice (Teaching and Learning – Evaluation) to 70% (from 65% in 2023) - Using student feedback to improve practice (Teaching and Learning – Evaluation) to 45% (from 35% in 2023) - Use data for curriculum planning (Teaching and Learning - Planning) to 60% (from 50% in 2023) - Plan differentiated learning activities (Teaching and Learning - Planning) to 65% (from 55% in 2023) - Understand formative assessment (Teaching and Learning - Implementation) to 50% (from 40% in 2023)</p>
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>Differentiated learning challenge (Teaching Practice) from 69% in 2021 to 85%</li> <li>Student voice and agency (Social Engagement) from 47% in 2021 to 65%</li> </ul>	<p>Increase the percentage of positive responses in the Attitudes to School Survey for the following factors: - Differentiated learning challenge (Teaching Practice) from 63% in 2023 to 72% in 2024 - Student voice and agency (Social Engagement) from 46% in 2023 to 55% in 2024 - Stimulated Learning (Effective teaching practice for cognitive engagement) from 58% in 2023 to 70% in 2024</p>

Improve student connection to school	Yes	By 2026, decrease the number of students absent for 20+ days from 34% in 2021 to 26%.	Improve attendance rate to 90% (from 87% in 2023) Decrease the number of students absent for 20+ days to less than 40% (from 63% in 2022)
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Attitude to attendance (Learning Characteristics) from 77% in 2021 to 85%</li> <li>• Sense of confident (Learning Characteristics) from 69% in 2021 to 77%</li> <li>• Teacher concern (Teacher Student Relationships) from 60% in 2021 to 70%</li> <li>• Motivation and interest (Learning Characteristics) from 72% in 2021 to 76%</li> </ul>	<p>Increase the percent positive responses score in the Attitudes to School survey for the following factors: - Attitude to attendance (Learning Characteristics) from 72% in 2023 to 80% - Sense of confidence (Learning Characteristics) from 67% in 2023 to 73% - Teacher concern (Teacher Student Relationships) from 58% in 2023 to 65% - Motivation and interest (Learning Characteristics) from 67% in 2023 to 73% - Sense of connectedness (Social Engagement) from 62% in 2023 to 70% Increase the percent positive responses in the Parent Opinion Survey for the following factors: - Parent participation and involvement (Parent community engagement) from 68% in 2023 to 75% - School pride and confidence (School ethos and environment) from 55% in 2023 to 65% - Student motivation and support ( Student cognitive engagement) from 59% in 2023 to 65%</p>

<b>Goal 2</b>	<b>Improve numeracy outcomes for all students.</b>
<b>12-month target 2.1-month target</b>	<p>Decrease the percentage of students with below benchmark growth in numeracy to be at or below 20%.</p> <p>Reduce the difference between the percentage of females (29% in 2021) and males ( 13% in 2021) with below benchmark growth in NAPLAN Numeracy from 16% in 2021 to less than 10% in 2024.</p>

<b>12-month target 2.2-month target</b>	<p>Increase the percentage of students achieving at Exceeding and Strong proficiency levels combined in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- above 70% in Year 3 (from 63% in 2023)</li> <li>- above 60% in Year 5 (from 54% in 2023)</li> </ul> <p>Increase the percentage of students achieving at Exceeding proficiency level in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- above 15% in Year 3 ( from 10% in 2023 and consistent with similar schools and state averages)</li> <li>- above 10% in Year 5 (from 4% in 2023)</li> </ul> <p>Decrease the percentage of students achieving at Needs Additional Support in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- below 9% in Year 3 (from 12% in 2023 and consistent with the state average)</li> <li>- below 10% in Year 5 (from 16% in 2023)</li> </ul> <p>Increase the proportion of students assessed as working at or above the expected level in Number and Algebra to 86% (consistent with the state average)</p>	
<b>12-month target 2.3-month target</b>	<p>Increase in positive endorsement of the School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none"> <li>- Guaranteed and viable curriculum (School Climate) to 50% (from 39% in 2023)</li> <li>- Use evidence to inform teaching practice (Teaching and Learning – Evaluation) to 70% (from 65% in 2023)</li> <li>- Using student feedback to improve practice (Teaching and Learning – Evaluation) to 45% (from 35% in 2023)</li> <li>- Use data for curriculum planning (Teaching and Learning - Planning) to 60% (from 50% in 2023)</li> <li>- Plan differentiated learning activities (Teaching and Learning - Planning) to 65% (from 55% in 2023)</li> <li>- Understand formative assessment (Teaching and Learning - Implementation) to 50% (from 40% in 2023)</li> </ul>	
<b>12-month target 2.4-month target</b>	<p>Increase the percentage of positive responses in the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge (Teaching Practice) from 63% in 2023 to 72% in 2024</li> <li>- Student voice and agency (Social Engagement) from 46% in 2023 to 55% in 2024</li> <li>- Stimulated Learning (Effective teaching practice for cognitive engagement) from 58% in 2023 to 70% in 2024</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Develop, document and embed an evidence based instructional model for numeracy.	Yes



<b>KIS 2.b</b> Teaching and learning	Strengthen teacher capacity to develop and implement a high-quality differentiated numeracy program.	Yes
<b>KIS 2.c</b> Assessment	Develop systems and practices to support ongoing data analysis across all levels in the school.	Yes
<b>KIS 2.d</b> Leadership	Develop middle leaders' capacity to enact the school's strategic vision.	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.	An evidence-based instructional model was developed, trialed and evaluated in 2023 and will be fully implemented school-wide in 2024. The PLC approach will be strengthened with a focus on numeracy. This will include developing teacher capacity to use data to inform teaching and plan interventions at individual point of need. Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data. Instructional leaders will build their knowledge and understanding of assessment for teaching through School Improvement Team professional learning.	
<b>Goal 3</b>	<b>Improve student connection to school</b>	
<b>12-month target 3.1-month target</b>	<p>Improve attendance rate to 90% (from 87% in 2023)</p> <p>Decrease the number of students absent for 20+ days to less than 40% (from 63% in 2022)</p>	
<b>12-month target 3.2-month target</b>	<p>Increase the percent positive responses score in the Attitudes to School survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Attitude to attendance (Learning Characteristics) from 72% in 2023 to 80%</li> <li>- Sense of confidence (Learning Characteristics) from 67% in 2023 to 73%</li> <li>- Teacher concern (Teacher Student Relationships) from 58% in 2023 to 65%</li> <li>- Motivation and interest (Learning Characteristics) from 67% in 2023 to 73%</li> <li>- Sense of connectedness (Social Engagement) from 62% in 2023 to 70%</li> </ul> <p>Increase the percent positive responses in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Parent participation and involvement (Parent community engagement) from 68% in 2023 to 75%</li> <li>- School pride and confidence (School ethos and environment) from 55% in 2023 to 65%</li> <li>- Student motivation and support ( Student cognitive engagement) from 59% in 2023 to 65%</li> </ul>	

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	Consolidate a tiered response to ensure all students are connected to school.	Yes
<b>KIS 3.b</b> Support and resources	Embed a whole school approach to improving attendance rates.	Yes
<b>KIS 3.c</b> Support and resources	Increase school and family partnerships as a key strategy to improve attendance.	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.	Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student engagement in learning. Engaging students will lead to better learning outcomes, develop greater connection to school and improve attendance. Learning that is meaningful, relevant, is contextualised and informed through enhanced student voice will empower students as active agents in their own learning. Engaging parents/carers through opportunities for involvement and participation as well as improved communication will strengthen community partnerships and connection to the school.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve numeracy outcomes for all students.
<b>12-month target 2.1 target</b>	<p>Decrease the percentage of students with below benchmark growth in numeracy to be at or below 20%.</p> <p>Reduce the difference between the percentage of females (29% in 2021) and males ( 13% in 2021) with below benchmark growth in NAPLAN Numeracy from 16% in 2021 to less than 10% in 2024.</p>
<b>12-month target 2.2 target</b>	<p>Increase the percentage of students achieving at Exceeding and Strong proficiency levels combined in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- above 70% in Year 3 (from 63% in 2023)</li> <li>- above 60% in Year 5 (from 54% in 2023)</li> </ul> <p>Increase the percentage of students achieving at Exceeding proficiency level in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- above 15% in Year 3 ( from 10% in 2023 and consistent with similar schools and state averages)</li> <li>- above 10% in Year 5 (from 4% in 2023)</li> </ul> <p>Decrease the percentage of students achieving at Needs Additional Support in NAPLAN Numeracy to:</p> <ul style="list-style-type: none"> <li>- below 9% in Year 3 (from 12% in 2023 and consistent with the state average)</li> <li>- below 10% in Year 5 (from 16% in 2023)</li> </ul> <p>Increase the proportion of students assessed as working at or above the expected level in Number and Algebra to 86% (consistent with the state average)</p>
<b>12-month target 2.3 target</b>	<p>Increase in positive endorsement of the School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none"> <li>- Guaranteed and viable curriculum (School Climate) to 50% (from 39% in 2023)</li> <li>- Use evidence to inform teaching practice (Teaching and Learning – Evaluation) to 70% (from 65% in 2023)</li> <li>- Using student feedback to improve practice (Teaching and Learning – Evaluation) to 45% (from 35% in 2023)</li> <li>- Use data for curriculum planning (Teaching and Learning - Planning) to 60% (from 50% in 2023)</li> <li>- Plan differentiated learning activities (Teaching and Learning - Planning) to 65% (from 55% in 2023)</li> <li>- Understand formative assessment (Teaching and Learning - Implementation) to 50% (from 40% in 2023)</li> </ul>

<b>12-month target 2.4 target</b>	Increase the percentage of positive responses in the Attitudes to School Survey for the following factors: <ul style="list-style-type: none"> <li>- Differentiated learning challenge (Teaching Practice) from 63% in 2023 to 72% in 2024</li> <li>- Student voice and agency (Social Engagement) from 46% in 2023 to 55% in 2024</li> <li>- Stimulated Learning (Effective teaching practice for cognitive engagement) from 58% in 2023 to 70% in 2024</li> </ul>
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an evidence based instructional model for numeracy.
<b>Actions</b>	Strengthen consistent whole school implementation of the Mathematics instructional model
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- understand that there are multiple ways to problem solve in maths and that failure is and important part of learning</li> <li>- develop confidence in mathematical understandings</li> <li>- be highly engaged in maths lessons and have improved attitudes to maths</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- implement the maths instructional model in planning and delivery of lesson</li> <li>- engage in peer observations relating to instructional model</li> </ul> Leaders will: <ul style="list-style-type: none"> <li>- support teaching staff to implement maths instructional model through professional learning</li> <li>- monitor implementation of instructional model including barriers and enablers</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- formative and summative numeracy assessments showing growth</li> <li>- teacher judgements against the Victorian Curriculum standards show increased learning growth in number and algebra</li> <li>- NAPLAN results - increase in percentage of students achieving Exceeding proficiency</li> <li>- School staff survey ( collective efficacy, teacher collaboration, guaranteed and viable curriculum)</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and develop a school led professional learning program on numeracy and implementation of the maths instructional model	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a peer observation process to observe teacher practice and collect student feedback data on the maths instructional model	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to develop and implement a high-quality differentiated numeracy program.			
<b>Actions</b>	Build teacher capability to differentiate learning to challenge students at their point of need in Mathematics.  Improve teacher capacity to develop and implement learning programs in maths that maximise student engagement through contextualised, relevant and meaningful learning experiences			
<b>Outcomes</b>	Students will: - be supported in their learning at point of need - know the next steps to progress in their learning in Numeracy - have higher levels of achievement and engagement in Numeracy  Teachers will: - implement differentiated teaching and learning to meet individual learning needs informed by assessment data - ensure learning progress is visible to students - they know where they're at and what they need to do to improve			

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- support teaching staff to build assessment and differentiation practices through clear processes and professional learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- planning documents showing differentiation</li> <li>- formative and summative numeracy assessments showing growth</li> <li>- teacher judgements against the Victorian Curriculum standards show increased learning growth</li> <li>- NAPLAN results - increase in percentage of students achieving Exceeding proficiency</li> <li>- Attitudes to School survey (stimulated learning, differentiated learning challenge)</li> <li>- School staff survey ( use evidence to inform teaching practice, plan differentiated learning activities)</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop and implement consistent school-wide planning processes and documents which allow for differentiated learning approaches and activities in Maths	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Facilitate professional learning with a focus on pedagogical approaches that enhance student voice, improve engagement and are relevant and contextualised for students to enable deeper learning.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00
<b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop systems and practices to support ongoing data analysis across all levels in the school.			
<b>Actions</b>	Enhance teacher practice through the strengthening of Professional Learning Communities.  Build teacher capacity in assessment and data analysis in order to understand and cater for individual learning at point of need.			

	<p>Embed tiered systems of support that enable teachers to identify and respond to individual learning needs.</p> <p>Establish and embed consistent processes of formative assessment.</p>			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- confidently and accurately identify learning needs of all their students based on a range of diagnostic assessments</li> <li>- triangulate data to inform teaching</li> <li>- develop Individualized Education Plans (IEPS) for targeted students with clear areas for learning growth</li> </ul> <p>PLC's will:</p> <ul style="list-style-type: none"> <li>- collaborate and apply the inquiry cycle to analyse data, evaluate practice and plan lessons, assessments and interventions</li> <li>- use assessment data to establish small group/ intervention programs</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- develop teacher knowledge, understandings and capacity in data analysis to inform teaching through professional learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- assessment data results analysed and documented in PLC meetings to inform future teaching</li> <li>- School staff survey (use data for curriculum planning, understand formative assessment)</li> <li>- Individual Education Plans targeting specific needs based on assessment data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Appoint Data coordinator with responsibility of reviewing and consolidating consistent data collection, data analysis and student tracking approaches across the school, including auditing assessment practices	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review PLC inquiry cycle approach and schedule PLC inquiry cycles with a focus on number and algebra	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Facilitate School Improvement Team professional learning program on assessment and data analysis to build data literacy and teacher capacity to diagnose student learning needs and plan for targeted teaching	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.d</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	Develop middle leaders' capacity to enact the school's strategic vision.			
<b>Actions</b>	Strengthen Annual Implementation Plan (AIP) leadership in key focus areas of strategic plan: Maths, English, Student Voice & Agency, and Community Engagement & Partnerships  Strengthen School Improvement Team (SIT) leadership capacity to lead the school's improvement agenda			
<b>Outcomes</b>	Middle leaders will: - lead the implementation of key school initiatives and priorities with consideration to scheduling - develop skills in leading others  School leaders will provide opportunities for professional growth, mentoring and leadership coaching  Teachers will understand and have clarity about the vision and strategic direction of the school			
<b>Success Indicators</b>	- whole school yearly and termly meeting schedules - School Staff Survey - improvement in School Climate and Leadership factors			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Facilitate leadership development through providing opportunities for participation in targeted and relevant Academy of Teaching and	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00



<p>Leadership courses and activities.</p> <p>Provide ongoing and structured leadership coaching and mentoring of SIT by Leadership Team and external networks</p>	<input checked="" type="checkbox"/> Principal		to: Term 4	
<p>Involvement of numeracy leaders in local area network Mathematics Community of Practice. Sharing of practice and influencing professional learning in order to improve learning outcomes and learner dispositions in maths.</p>	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
<b>Goal 3</b>	Improve student connection to school			
<b>12-month target 3.1 target</b>	<p>Improve attendance rate to 90% (from 87% in 2023)</p> <p>Decrease the number of students absent for 20+ days to less than 40% (from 63% in 2022)</p>			
<b>12-month target 3.2 target</b>	<p>Increase the percent positive responses score in the Attitudes to School survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Attitude to attendance (Learning Characteristics) from 72% in 2023 to 80%</li> <li>- Sense of confidence (Learning Characteristics) from 67% in 2023 to 73%</li> <li>- Teacher concern (Teacher Student Relationships) from 58% in 2023 to 65%</li> <li>- Motivation and interest (Learning Characteristics) from 67% in 2023 to 73%</li> <li>- Sense of connectedness (Social Engagement) from 62% in 2023 to 70%</li> </ul> <p>Increase the percent positive responses in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Parent participation and involvement (Parent community engagement) from 68% in 2023 to 75%</li> <li>- School pride and confidence (School ethos and environment) from 55% in 2023 to 65%</li> <li>- Student motivation and support ( Student cognitive engagement) from 59% in 2023 to 65%</li> </ul>			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Consolidate a tiered response to ensure all students are connected to school.			

<b>Actions</b>	<p>Improve student engagement in learning through the implementation of a Science, Technology, Engineering &amp; Maths (STEM) specialist program</p> <p>Develop and implement a meaningful and purposeful play-based learning program in Foundation to improve transition from pre-school to school and to ensure high levels of engagement</p> <p>Improve student voice and student led initiatives through the implementation of Student Representative Council or similar advisory group</p> <p>Build teacher capacity to create a learning partnership approach - by including students in curriculum planning, setting goals and assessment processes</p>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- report higher levels of engagement in learning</li> <li>- have input into their learning experiences - what and how they are learning and assessed</li> <li>- have a greater say in decision making at all levels of the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement learning programs with consideration of student input to maximise engagement</li> <li>- integrate student feedback into planning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Attitudes to school survey - motivation and interest, student voice and agency, sense of connectedness</li> <li>- Parent Opinion survey - student motivation and support, transitions</li> <li>- parent/carer feedback</li> <li>- attendance data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Appoint STEM teacher to develop program with a focus on coding and engineering aspects of STEM with engagement a high priority. Resource program with technology and other related resources.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> STEM coordinator</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$15,000.00</p>

Build partnerships with feeder pre-schools and kindergartens to create a strong profile of the school and improved transition processes and experiences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00
Research, develop and implement a play-based learning program for mainstream Foundation students that is contextualised and responsive to student interests with strong links to the curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement SRC with associated mechanisms to capture student voice through activities such as class meetings.  Develop and implement formal student leadership roles and responsibilities and build student leadership through targeted initiatives such as student leadership conferences	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00
Review planning processes and explore how to incorporate student voice into learning and assessment including developing assessment capable learners and making learning visible to students - they should know what they are learning, why they are learning it and what they need to do next in their learning progress.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school approach to improving attendance rates.			

<b>Actions</b>	<p>Improve and consolidate whole school approaches to student wellbeing .</p> <p>Review and refine student behaviour management processes and strategies to ensure consistency</p>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- report improved emotional awareness and resilience</li> <li>- understand and articulate the behaviours being promoted through the school vision and values</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- incorporate trauma informed practices in classes and in planning</li> <li>- implement a range of interventions in the classroom to support student wellbeing</li> <li>- be able to identify and respond to individual student wellbeing needs</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- support the continuous development, documentation and revision of whole school wellbeing approaches</li> <li>- lead the review of school values</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- improvement in positive endorsement of AtoSS factors: 'school connectedness', 'attitudes to attendance', 'emotional awareness and regulation', 'psychological distress' and 'resilience'.</li> <li>- improvement in attendance data</li> <li>- documentation of frameworks, policies and programs</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Develop and implement whole-school SEL scope and sequence including Respectful Relationships, Talking the Talk sexuality education, Berry St trauma informed practices, Project Rockit, Friendly Schools and allied health placements</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Refine, document and embed Berry St trauma informed practices into whole school behaviour flowchart</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>

<p>Appoint Assistant Principal for Wellbeing and Inclusion. Develop and deliver a staff professional learning program on Disability Inclusion.</p>	<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"/> Leadership team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$85,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>Berry Street trauma informed practices - Day 4: Character to be delivered to school staff</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p><b>KIS 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Increase school and family partnerships as a key strategy to improve attendance.</p>			
<p><b>Actions</b></p>	<p>Strengthen community relationships and partnerships</p> <p>Build and strengthen community partnerships and engagement to enhance student learning and wellbeing experiences and outcomes.</p> <p>Improve communication processes about individual learning progress</p>			
<p><b>Outcomes</b></p>	<p>Parents/carers will:</p> <ul style="list-style-type: none"> <li>- experience greater opportunities to be involved in the school</li> <li>- develop a clearer understanding of how their child's social/ emotional/ academic needs are catered for at school</li> </ul> <p>Koorie families will have the opportunity to connect more strongly and safely with the school. They will experience fewer boundaries that may inhibit their involvement in school activities</p>			
<p><b>Success Indicators</b></p>	<p>- improvement in positive endorsement of Parent Opinion Survey factors 'Parent participation and involvement' and 'School Pride and Confidence'</p>			

	- improvement in attendance data, particularly Aboriginal and Torres Strait Islander students			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appoint Community Liaison/ Koorie Engagement officer to improve home/school partnership for targeted students	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$45,096.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review school community events and develop a program of community building activities and events, including curriculum based activities and the annual Arts Festival (or alternative)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Strengthen the school-wide approach towards communicating student wellbeing needs to parents/carers	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$54,582.80	\$23,000.00	\$31,582.80
Disability Inclusion Tier 2 Funding	\$147,995.44	\$89,000.00	\$58,995.44
Schools Mental Health Fund and Menu	\$45,096.57	\$45,096.57	\$0.00
<b>Total</b>	<b>\$247,674.81</b>	<b>\$157,096.57</b>	<b>\$90,578.24</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and develop a school led professional learning program on numeracy and implementation of the maths instructional model	\$1,000.00
Develop and implement a peer observation process to observe teacher practice and collect student feedback data on the maths instructional model	\$5,000.00
Develop and implement consistent school-wide planning processes and documents which allow for differentiated learning approaches and activities in Maths	\$5,000.00
Appoint Data coordinator with responsibility of reviewing and consolidating consistent data collection, data analysis and student tracking approaches across the school, including auditing assessment practices	\$5,000.00
Facilitate School Improvement Team professional learning program on assessment and data analysis to build data literacy and teacher capacity to diagnose student learning needs and plan for targeted teaching	\$1,000.00

Research, develop and implement a play-based learning program for mainstream Foundation students that is contextualised and responsive to student interests with strong links to the curriculum	\$5,000.00
Review planning processes and explore how to incorporate student voice into learning and assessment including developing assessment capable learners and making learning visible to students - they should know what they are learning, why they are learning it and what they need to do next in their learning progress.	\$1,000.00
Appoint Assistant Principal for Wellbeing and Inclusion. Develop and deliver a staff professional learning program on Disability Inclusion.	\$85,000.00
Berry Street trauma informed practices - Day 4: Character to be delivered to school staff	\$4,000.00
Appoint Community Liaison/ Koorie Engagement officer to improve home/school partnership for targeted students	\$45,096.00
<b>Totals</b>	<b>\$157,096.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule and develop a school led professional learning program on numeracy and implementation of the maths instructional model	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop and implement a peer observation process to observe	from: Term 2	\$5,000.00	<input checked="" type="checkbox"/> CRT



teacher practice and collect student feedback data on the maths instructional model	to: Term 4		
Develop and implement consistent school-wide planning processes and documents which allow for differentiated learning approaches and activities in Maths	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Appoint Data coordinator with responsibility of reviewing and consolidating consistent data collection, data analysis and student tracking approaches across the school, including auditing assessment practices	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Facilitate School Improvement Team professional learning program on assessment and data analysis to build data literacy and teacher capacity to diagnose student learning needs and plan for targeted teaching	from: Term 2 to: Term 3	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Research, develop and implement a play-based learning program for mainstream Foundation students that is contextualised and responsive to student interests with strong links to the curriculum	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Review planning processes and explore how to incorporate student voice into learning and assessment including developing assessment capable learners and making learning visible to students - they should know what they are learning, why they are learning it and what they need to do next in	from: Term 3 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

their learning progress.			
<b>Totals</b>		\$23,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint Assistant Principal for Wellbeing and Inclusion. Develop and deliver a staff professional learning program on Disability Inclusion.	from: Term 1 to: Term 2	\$85,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li>•</li> <li><input checked="" type="checkbox"/> Other workforces to support students with disability</li> <li>•</li> </ul>
Berry Street trauma informed practices - Day 4: Character to be delivered to school staff	from: Term 1 to: Term 1	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$89,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Appoint Community Liaison/ Koorie Engagement officer to improve home/school partnership for targeted students	from: Term 1 to: Term 1	\$45,096.57	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$45,096.57	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and develop a school led professional learning program on numeracy and implementation of the maths instructional model	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Numeracy leader	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"/> Demonstration lessons	<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"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Facilitate School Improvement Team professional learning program on assessment and data analysis to build data literacy and teacher capacity to diagnose student learning needs and plan for targeted teaching	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appoint Assistant Principal for Wellbeing and Inclusion. Develop and deliver a staff professional learning program on Disability Inclusion.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Berry Street trauma informed practices - Day 4: Character to be delivered to school staff	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
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