

2023 Annual Implementation Plan

for improving student outcomes

Princes Hill Primary School (2955)



Submitted for review by Esme Capp (School Principal) on 09 February, 2023 at 03:34 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 02 March, 2023 at 05:08 PM

Endorsed by Monique Halliday (School Council President) on 26 April, 2023 at 03:16 PM

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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	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	

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

Enter your reflective comments	Changes in staff and a clear focus on student and staff wellbeing has required a strategic focus on the first AIP goal in 2022. Staff changes has also been an opportunity for experienced staff to step up and take on clear leadership of school initiatives for improvement. Clear induction of new staff for 2023 and clear roles and responsibilities will be put in place for the 2023 year.
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<p>Considerations for 2023</p>	<p>Strategic induction program for new staff. Clear role descriptions and tracking of evidence based improvement re leadership/ mentoring roles for Classroom teacher Level 2 and Leadership Team Members. Involving Level 2 teachers with responsibility and learning learner and specialist reports to School Council against the 2023 AIP. Clear alignment in planning and documentation of learning outcomes, to the school values and vision. Each Year level will develop clear memorandums of intent for pedagogical implementation in 2023. Re-establishment of a school improvement team, in addition to the the school leadership team.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.
Target 2.1	<p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"> • NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 90 per cent • NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 per cent (2021) to 86 per cent <p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"> • Writing for males will increase from 31 per cent (2021) to 40 per cent • Numeracy for females increase from 5 per cent (2021) to 20 per cent.

Target 2.2	By 2025, the New Metrics learner agency for Year 5 and 6 students will increase by 4 per cent from (< insert 2022 benchmark data>) to (< insert target>).
Target 2.3	<p>By 2025, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase:</p> <ul style="list-style-type: none"> • Reading and Viewing from 87 per cent (2021) to 93 per cent • Writing from 88 per cent (2021) to 94 per cent • Number and Algebra from 95 per cent (2021) to 98 per cent
Target 2.4	<p>By 2025, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent • Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 83 per cent
Target 2.5	<p>By 2025, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 81 per cent (2021) to 87 per cent • Academic emphasis from 80 per cent (2021) to 86 per cent • Skills to measure impact from 72 per cent (2021) to 78 per cent

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop and embed whole-school assessment and recognition practices.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed the school's model of learning to enable enhanced opportunities for students to take responsibility and agency for their learning and communicate this with parents and teachers.
Key Improvement Strategy 2.c 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	Development continuum of teaching practice that further enhances collective teacher efficacy aligned to the school vision.
Goal 3	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.

Target 3.1	<p>By 2025, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent • Emotional awareness and regulation from 72 per cent (2021) to 78 per cent • Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.
Target 3.2	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 57 per cent (2021) to 65 per cent • Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. • Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent.
Target 3.3	<p>By 2025, the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 76 per cent (2021) to 80 per cent • Student voice and agency from 72 per cent (2021) to 76 per cent • Teacher communication 59 per cent (2021) to 63 per cent.
Key Improvement Strategy 3.a	<p>Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed the school's model of learning to enable strong and capable children.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey? factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 76 per cent Emotional awareness and regulation from 72 per cent (2021) to 74 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 72 per cent.</p>
<p>Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.</p>	Yes	<p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"> • NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 90 per cent • NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 86 percent <p>By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve:</p> <ul style="list-style-type: none"> • Writing for males will increase from 31 percent (2021) to 40 per cent • Numeracy for females increase from 5 per cent (2021) to 20 per cent. 	<p>By 2023, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 86 per cent NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: Writing for males will increase from 31 percent (2021) to 34 per cent Numeracy for females increase from 5 per cent (2021) to 8 per cent.</p>

		<p>By 2025, the New Metrics learner agency for Year 5 and 6 students will increase by 4 per cent from (< insert 2022 benchmark data>) to (< insert target>).</p>	<p>By 2023, the New Metrics learner agency for students bench mark data will be established.</p>
		<p>By 2025, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase:</p> <ul style="list-style-type: none"> • Reading and Viewing from 87 per cent (2021) to 93 per cent • Writing from 88 per cent (2021) to 94 per cent • Number and Algebra from 95 per cent (2021) to 98 per cent 	<p>By 2023, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: Reading and Viewing from 87 per cent (2021) to 89 per cent Writing from 88 per cent (2021) to 90 per cent Number and Algebra from 95 per cent (2021) to 96 per cent</p>
		<p>By 2025, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent • Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 83 per cent 	<p>By 2023, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 80 per cent Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 55 per cent Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 80 per cent</p>
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<p>Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that</p>	<p>Yes</p>	<p>By 2025, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey?factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent 	<p>By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey?factors:Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to</p>

suits their culture, experiences and aspirations.	<ul style="list-style-type: none"> Emotional awareness and regulation from 72 per cent (2021) to 78 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent. 	76 per cent Emotional awareness and regulation from 72 per cent (2021) to 74 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 72 per cent.
	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> Teacher collaboration from 57 per cent (2021) to 65 per cent Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. 	<p>By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors:</p> <p>Teacher collaboration from 57 per cent (2021) to 59 per cent Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent.</p>
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey? factors:

	Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 76 per cent Emotional awareness and regulation from 72 per cent (2021) to 74 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 72 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.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.	
Goal 2	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.	
12 Month Target 2.1	By 2023, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 86 per cent NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: Writing for males will increase from 31 percent (2021) to 34 per cent Numeracy for females increase from 5 per cent (2021) to 8 per cent.	
12 Month Target 2.2	By 2023, the New Metrics learner agency for students bench mark data will be established.	

12 Month Target 2.3	<p>By 2023, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase:</p> <p>Reading and Viewing from 87 per cent (2021) to 89 per cent Writing from 88 per cent (2021) to 90 per cent Number and Algebra from 95 per cent (2021) to 96 per cent</p>
12 Month Target 2.4	<p>By 2023, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors:</p> <p>Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 80 per cent Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 55 per cent Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 80 per cent</p>
12 Month Target 2.5	<p>By 2023, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors:</p> <p>Collective efficacy from 81 per cent (2021) to 83 per cent Academic emphasis from 80 per cent (2021) to 82 per cent Skills to measure impact from 72 per cent (2021) to 74 per cent</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.</p> <p>Yes</p>
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	<p>Further develop and embed whole-school assessment and recognition practices.</p> <p>Yes</p>

<p>KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further embed the school's model of learning to enable enhanced opportunities for students to take responsibility and agency for their learning and communicate this with parents and teachers.</p>	<p>No</p>
<p>KIS 2.c 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</p>	<p>Development continuum of teaching practice that further enhances collective teacher efficacy aligned to the school vision.</p>	<p>No</p>
<p>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.</p>	<p>In 2023 as we align to and embed our school vision for teaching and learning following the global pandemic enhancing staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry will be a priority. The New Metrics collaborative research will underpin this work re teaching and learning and assessment against the Complex Competencies.</p> <p>Acting Ethically- Acting in a way that is guided by moral principles in any situation Active Citizenship - Contributing to the well being of a community Agency in learning- Knowing what to learn, how to learn it and who to learn it from. Character- The personal qualities that an individual learns to live by Collaboration -Working with others to achieve a common goal Communication- The ability to transmit, receive and interpret information, ideas arguments, feelings and beliefs to support the purposes of the individual or group Quality Thinking- Thinking things through to achieve better outcomes for yourself or your group</p> <p>This will in turn further develop and embed whole- school assessment and recognition practice of learning growth.</p>	
<p>Goal 3</p>	<p>Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.</p>	
<p>12 Month Target 3.1</p>	<p>By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey?factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 76 per cent</p>	

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.	Yes
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and embed the school's model of learning to enable strong and capable children.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Induction of new staff will align with whole staff professional learning sessions. This will have an initial focus on embedding the the school vision and values and associated pedagogical practice. Learning specialist/ leading teacher will monitor and evaluate effective implementation of agreed pedagogical practice. Participation in New Metrics Research provides opportunity to track student growth against selected criteria . A learner profile can then be generated at the end of the year.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 76 per cent Emotional awareness and regulation from 72 per cent (2021) to 74 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 72 per cent.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop professional development in the five proficiencies of mathematics.
Outcomes	Leaders will: Identify professional development. Provide feedback and guidance to the mathematics committee. Mathematics Committee: Identify professional development. Review planning. Give feedback on planning. Provide resources. Teachers will: Apply the math's proficiencies to their planning. Undertake peer observations in regard to the five proficiencies. Students will: Have a greater understanding of themselves against the five proficiencies.

Success Indicators	<p>Mathematics Committee: A developed PD plan. Developed resources.</p> <p>Teachers: Evidence in planning documents.</p> <p>Students: 12 months growth in mathematics.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Development of teachers in five proficiencies of mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Formulate a wellbeing team to monitor and lead whole school approach. Review of Respectful Relationships program to ensure consistent implementation. Implementation of SWPB strategies. Implementation of Wellbeing HITS			

	NCCD disability categories and adjustments ongoing documentation. Identify required professional development			
Outcomes	<p>Leaders will: Identify professional development. Provide feedback and guidance to the well being committee.</p> <p>Wellbeing Committee: Develop fidelity tools for wellbeing processes. Develop induction processes for wellbeing.</p> <p>Teachers will: Complete professional development and implement wellbeing processes Participate in and provide feedback on induction processes Follow agreed wellbeing processes with fidelity</p> <p>Students will: Articulate and demonstrate expected behaviours aligned to the school values and wellbeing processes Provide feedback to teachers and leadership regarding the fidelity of wellbeing processes</p>			
Success Indicators	<p>By 2025: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent Emotional awareness and regulation from 72 per cent (2021) to 78 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Social worker to initiate response and programs as required.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,831.10 <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
School Counselor to initiate responses and development program in response to identified needs.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,753.31 <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
Induction processes for wellbeing developed and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Fidelity of tools for wellbeing processes reviewed and memorandum of intent developed re implementation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Goal 2	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.			
12 Month Target 2.1	By 2023, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 86 per cent NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 82 percent By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: Writing for males will increase from 31 percent (2021) to 34 per cent Numeracy for females increase from 5 per cent (2021) to 8 per cent.			
12 Month Target 2.2	By 2023, the New Metrics learner agency for students bench mark data will be established.			
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12 Month Target 2.4	<p>By 2023, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors:</p> <p>Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 80 per cent Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 55 per cent Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 80 per cent</p>
12 Month Target 2.5	<p>By 2023, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors:</p> <p>Collective efficacy from 81 per cent (2021) to 83 per cent Academic emphasis from 80 per cent (2021) to 82 per cent Skills to measure impact from 72 per cent (2021) to 74 per cent</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.
Actions	Participation as researchers in the New Metrics Complex competencies assessment, development and implementation with Melbourne University.
Outcomes	<p>Leaders will: Establish a new metrics team. Identify professional development Monitor and facilitate the development of learner profiles.</p> <p>New Metrics Team will: Monitor the learning opportunities for children to develop complex competencies. Monitor the trial and support teachers with their use of the assessments.</p> <p>Teachers will:</p>

	<p>Engage with the trial Use New Pedagogies resources in their planning. Administer the assessments.</p> <p>Students will: Be able to articulate the complex competencies which they have developed. Provide evidence of their implementation of the developed complex competencies</p>			
Success Indicators	<p>Assessments are completed. Learner profile is produced for children engaged in the trial</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a new metrics team.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <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
Identify professional development	<input checked="" type="checkbox"/> Leadership Team	<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
Development of learner profiles (complex competencies).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop and embed whole-school assessment and recognition practices.			
Actions	Development of a memorandum of intent around assessment and review of assessment schedule.			

Outcomes	<p>Leaders will: Monitor and provide feedback on the development of the memorandum of intent. Monitor and provide feedback on the review of the assessment schedule.</p> <p>Assessment and Reporting Committee will: Develop a memorandum of intent regarding assessment Review the whole school assessment schedule.</p> <p>Teachers : Will track the achievement and growth of their students according to the memorandum of intent and the whole school assessment schedule.</p> <p>Students: Understand the purpose of a learning experience. Articulate their own learning and learning as it relates to the current learning experience.</p>			
Success Indicators	<p>Assessment and Reporting Committee: Memorandum of intent. Assessment schedule.</p> <p>Students: At least 12 months of growth in 12 months.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of a memorandum of intent around assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Review the whole school assessment schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Monitor the implementation of assessment and reporting across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
Goal 3	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.			
12 Month Target 3.1	By 2023, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey?factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 76 per cent Emotional awareness and regulation from 72 per cent (2021) to 74 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 72 per cent.			
12 Month Target 3.2	By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: Teacher collaboration from 57 per cent (2021) to 59 per cent Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent.			
12 Month Target 3.3	By 2023, the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factors: Confidence and resiliency skills from 76 per cent (2021) to 78 per cent Student voice and agency from 72 per cent (2021) to 74 per cent Teacher communication 59 per cent (2021) to 60 per cent.			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.			
Actions	Teaching and Learning Planning documentation tracks and enables depth of learning and student agency.			

Outcomes	<p>Leaders will: Monitor and support teaching in their planning. Provide feedback. Identify professional learning. Support the PLC process.</p> <p>Teachers will: Assess the effectiveness and alignment of their learning experiences with the school's pedagogical model. Use the school inquiry planning documents. Look for opportunities to deepen student learning. Look for opportunities to provide opportunities for agency.</p> <p>Students will: Report that they have agency in learning. Will have a say in the development of the learning program.</p>			
Success Indicators	Student attitudes to school survey. Inquiry quality rubric			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leader teacher and Learning Specialist to mentor teachers in their planning and delivery of programming.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,000.00 <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
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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	\$20,831.10	\$20,831.10	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$43,753.31	\$43,753.31	\$0.00
Total	\$64,584.41	\$64,584.41	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Social worker to initiate response and programs as required.	\$20,831.10
School Counselor to initiate responses and development program in response to identified needs.	\$43,753.31
Totals	\$64,584.41

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Social worker to initiate response and programs as required.	from: Term 1 to: Term 4	\$20,831.10	<input checked="" type="checkbox"/> School-based staffing

Totals		\$20,831.10	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
School Counselor to initiate responses and development program in response to identified needs.	from: Term 1 to: Term 4	\$43,753.31	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Totals		\$43,753.31	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development of teachers in five proficiencies of mathematics	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Establish a new metrics team.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Melbourne University New Metrics for Success Project partnership</p>	<input checked="" type="checkbox"/> Off-site Melbourne University
Leader teacher and Learning Specialist to mentor teachers in their planning and delivery of programming.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist 	<input checked="" type="checkbox"/> On-site