

# 2024 Annual Implementation Plan

## for improving student outcomes

Cranbourne Primary School (2068)



Submitted for review by Lachlan Yeates (School Principal) on 20 December, 2023 at 06:22 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 08 January, 2024 at 03:11 PM  
Endorsed by Jessica John (School Council President) on 12 February, 2024 at 01:18 PM

## 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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Evolving
	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	Evolving
	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>	Overall, a range of areas saw significant improvement this year, but more work remains to be done. The focus on learning programs has resulted in a strong structure, and the pace of change in this area should change to an embedding focus in the coming years. A challenging student cohort means that wellbeing areas such as attendance and student behaviour will be an ongoing focus in 2024.
<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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student literacy and numeracy outcomes.	Yes	<p>By 2026, increase the percentage of Year 5 students assessed as Strong or Exceeding (formerly top two bands):</p> <ul style="list-style-type: none"> <li>• Reading from 50 per cent in 2023 (previously from 14 per cent in 2021 to 24 per cent in 2026)</li> <li>• Writing from 74 per cent in 2023 (previously from 0 per cent in 2021 to 8 per cent in 2026)</li> <li>• Numeracy from 40 per cent in 2023 (previously from 15 per cent in 2021 to 21 per cent in 2026)</li> </ul>	- Reading to 55 per cent from 50 per cent in 2023 - Writing to 75 per cent from 74 per cent in 2023 - Numeracy to 50 per cent from 40 per cent in 2023
		<p>By 2026, decrease the percentage of Year 5 students achieving below relative growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Writing from 47 per cent in 2021 to 30 per cent</li> <li>• Numeracy from 40 per cent in 2021 to 25 per cent</li> </ul>	NA - No growth in 2024
		<p>By 2026, increase the proportion of F-6 students achieving at and above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 67 per cent in 2021 to 75 per cent</li> </ul>	- Reading and Viewing from 67 per cent in 2021 to 73 per cent- Writing from 63 per cent

		<ul style="list-style-type: none"> <li>• Writing from 63 per cent in 2021 to 69 per cent</li> <li>• Number and Algebra from 74 per cent in 2021 to 78 per cent</li> </ul>	in 2021 to 66 per cent- Number and Algebra from 74 per cent in 2021 to 76 per cent
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: School Climate module:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 47 per cent in 2021 to 80 per cent by 2026 (previously 55 per cent by 2026)</li> <li>• Academic emphasis from 35 per cent in 2021 to 60 per cent by 2026 (previously 43 per cent by 2026)</li> <li>• Collective responsibility from 65 per cent in 2021 to 85 per cent by 2026 (previously 80 per cent by 2026)</li> </ul> <p>School Leadership module:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 57 per cent in 2021 to 80 per cent by 2026 (previously 65 per cent by 2026)</li> </ul>	Collective efficacy from 47 per cent in 2021 to 70 per cent Academic emphasis from 35 per cent in 2021 to 50 per cent Collective responsibility from 65 per cent in 2021 to 75 per cent Instructional leadership from 57 per cent in 2021 to 70 per cent
To improve student engagement and wellbeing.	Yes	By 2026, decrease the average annual absence days per student from 21.7 days in 2021 to 18.0 days.	By 2026, decrease the average annual absence days per student from 21.7 days in 2021 to 20.0 days.
		<p>By 2026, increase the percent positive responses score on AtoSS for the following measures:</p> <p><b>Effective teaching practice for cognitive engagement domain:</b></p> <ul style="list-style-type: none"> <li>• Classroom behaviour factor from 66 per cent in 2021 to 70 per cent</li> <li>• Differentiated learning challenge factor from 81 per cent in 2021 to 86 per cent</li> </ul> <p><b>Learner Characteristics and Disposition domain:</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence factor from 66 per cent in 2021 to 72 per cent</li> </ul> <p><b>Social Engagement domain:</b></p> <ul style="list-style-type: none"> <li>• Sense of connectedness factor from 70 per cent in 2021 to 78 per cent</li> </ul>	Classroom behaviour factor from 66 per cent in 2021 to 70 per cent Differentiated learning challenge factor from 81 per cent in 2021 to 86 per cent Sense of confidence factor from 66 per cent in 2021 to 70 per cent Sense of connectedness factor from 70 per cent in 2021 to 75 per cent

<b>Goal 2</b>	<b>To improve student literacy and numeracy outcomes.</b>	
<b>12-month target 2.1-month target</b>	- Reading to 55 per cent from 50 per cent in 2023 - Writing to 75 per cent from 74 per cent in 2023 - Numeracy to 50 per cent from 40 per cent in 2023	
<b>12-month target 2.2-month target</b>	NA - No growth in 2024	
<b>12-month target 2.3-month target</b>	- Reading and Viewing from 67 per cent in 2021 to 73 per cent - Writing from 63 per cent in 2021 to 66 per cent - Number and Algebra from 74 per cent in 2021 to 76 per cent	
<b>12-month target 2.4-month target</b>	Collective efficacy from 47 per cent in 2021 to 70 per cent Academic emphasis from 35 per cent in 2021 to 50 per cent Collective responsibility from 65 per cent in 2021 to 75 per cent Instructional leadership from 57 per cent in 2021 to 70 per cent	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Develop and consolidate the capacity of all teachers to consistently deliver the school's instructional model, including the high impact teaching strategies.	Yes
<b>KIS 2.b</b> Leadership	Strengthen the school's instructional leadership capacity to cohesively lead the implementation of the SSP and AIP	No
<b>KIS 2.c</b> Teaching and learning	Enhance teacher practice through the implementation of Professional Learning Communities	Yes
<b>KIS 2.d</b> Assessment	Strengthen teacher capacity to analyse and use learning data to inform differentiated learning	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.	The school has already achieved the Instructional Leadership targets in the SSP. This can now be moved to a maintenance focus, rather than a priority. Effective use of data will be included in our PLC KIS, and thus will not need to be a focus in 2024 as it will be addressed through KIS 2.c	
<b>Goal 3</b>	<b>To improve student engagement and wellbeing.</b>	
<b>12-month target 3.1-month target</b>	By 2026, decrease the average annual absence days per student from 21.7 days in 2021 to 20.0 days.	
<b>12-month target 3.2-month target</b>	Classroom behaviour factor from 66 per cent in 2021 to 70 per cent Differentiated learning challenge factor from 81 per cent in 2021 to 86 per cent Sense of confidence factor from 66 per cent in 2021 to 70 per cent Sense of connectedness factor from 70 per cent in 2021 to 75 per cent	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	Embed a whole school approach to improve student attendance	Yes
<b>KIS 3.b</b> Support and resources	Build staff capacity to embed a consistent whole school approach to the school-wide positive behaviour support program.	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.	Both of these KIS are critical, and aligned to department priorities.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student literacy and numeracy outcomes.
<b>12-month target 2.1 target</b>	- Reading to 55 per cent from 50 per cent in 2023 - Writing to 75 per cent from 74 per cent in 2023 - Numeracy to 50 per cent from 40 per cent in 2023
<b>12-month target 2.2 target</b>	NA - No growth in 2024
<b>12-month target 2.3 target</b>	- Reading and Viewing from 67 per cent in 2021 to 73 per cent - Writing from 63 per cent in 2021 to 66 per cent - Number and Algebra from 74 per cent in 2021 to 76 per cent
<b>12-month target 2.4 target</b>	Collective efficacy from 47 per cent in 2021 to 70 per cent Academic emphasis from 35 per cent in 2021 to 50 per cent Collective responsibility from 65 per cent in 2021 to 75 per cent Instructional leadership from 57 per cent in 2021 to 70 per cent
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and consolidate the capacity of all teachers to consistently deliver the school's instructional model, including the high impact teaching strategies.
<b>Actions</b>	Embed our intervention program (Intervention); Deepen understanding of the Instructional Model (IM); Trial and roll out our Numeracy approach (Num), embed our structured literacy approach to reading, writing and knowledge (Lit)
<b>Outcomes</b>	Leaders will: - Monitor classes weekly for instructional integrity - Develop observation protocols  Teachers will: - Follow the new curriculum structures and planning tools - Embed use of lesson planning resources, including school EDI powerpoint



	<ul style="list-style-type: none"> <li>- Implement Tier 1 teaching approaches in line with PLT actions and the Instructional Model</li> <li>- Embed literacy approaches with fidelity</li> <li>- Implement new numeracy approaches</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be more connected to their learning</li> <li>- Identify links between learning success life aspirations</li> <li>- Improve learning growth</li> </ul> <p>Parents/guardians/community members will:</p> <ul style="list-style-type: none"> <li>- Have improved clarity of their child's learning</li> <li>- (Hub) Have access to adult English classes to better support their children</li> <li>- Be provided information to support/develop their children's reading skills at home</li> </ul>			
<b>Success Indicators</b>	<p>Leading indicators:</p> <ul style="list-style-type: none"> <li>- Planning documents in use</li> <li>- Scope and sequence delivered and monitored</li> <li>- Literacy and numeracy approaches documents</li> <li>- PD around Literacy and numeracy approaches delivered</li> <li>- Teachers implementing literacy approaches with fidelity</li> </ul> <p>Lagging indicators:</p> <ul style="list-style-type: none"> <li>- Learning walks show 100% use of IM elements from 2022 - 2024</li> <li>- 80% of students successfully graduate from intervention blocks</li> <li>- 90% of P-1 students are meeting LLLL benchmarks</li> <li>- 90% of Grade 1 students meet Phonic Check benchmarks</li> <li>- Median PAT Maths and Reading results improve for each year level</li> <li>- Proportion of students meeting or exceeding expectations on ORF and MAZE improving on previous years</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>
(IM) PEI and HITS strategies are on display in 90% of observations	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
(IM) Instructional Playbook updated to include all areas of Tuning In, I Do and We Do, with videos of practice	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(IM) Leadership walkthroughs and coaching are conducted in line with our expectations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration. Additional intervention staff employed above TLI requirements	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used
(Lit) Staff implement and provide feedback on the LLLL scope and sequence and instructional guide	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Lit) All staff delivering LLLL trained in the program and implementing the program with fidelity (with appropriate resourcing support)	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Lit) Structured Literacy (Reading & Writing) approach implemented in grades 2-6	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

(Lit) Edited and updated structured literacy resources and saved in 2025 and 2026 folders (as required)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Num) Professional development around the new Numeracy approach is delivered to all teachers	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Num) Curriculum and lesson plans developed with fidelity to new model	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Prin) Update student laptops	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
(All) Create and implement action plans to execute the specific actions required to achieve the above goals	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Actively engage in Network activities related to learning including Leadership, Reading and Numeracy communities of practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(IM) Create Assistant Principal position and associated time release to create curriculum templates, conduct coaching and develop online Instructional Playbook	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$70,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
(Lit & Num) Purchase interactive TV panels to support Explicit Direct Instruction	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice through the implementation of Professional Learning Communities			
<b>Actions</b>	Strengthen the school's PLT processes (PLT)			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Monitor classes weekly for instructional integrity</li> <li>- Develop observation protocols</li> <li>- Observe PLT meetings</li> <li>- Coach PLT leaders</li> <li>- (SIT members) Write and reflect on termly action plans</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Actively engage with the PLT process</li> <li>- Follow the new curriculum structures and planning tools</li> <li>- Embed use of lesson planning resources, including school EDI powerpoint</li> <li>- Implement Tier 1 teaching approaches in line with PLT actions and the Instructional Model</li> <li>- Embed literacy approaches with fidelity</li> <li>- Implement new numeracy approaches</li> </ul> <p>Students will:</p>			

	<ul style="list-style-type: none"> <li>- Be more connected to their learning</li> <li>- Identify links between learning success life aspirations</li> <li>- Improve learning growth</li> </ul> <p>Parents/guardians/community members will:</p> <ul style="list-style-type: none"> <li>- Have improved clarity of their child's learning</li> <li>- (Hub) Have access to adult English classes to better support their children</li> <li>- Be provided information to support/develop their children's reading skills at home</li> </ul>			
<b>Success Indicators</b>	<p>Leading indicators:</p> <ul style="list-style-type: none"> <li>- Planning documents in use</li> <li>- Scope and sequence delivered and monitored</li> <li>- Literacy and numeracy approaches documented</li> </ul> <p>Lagging indicators:</p> <ul style="list-style-type: none"> <li>- 90% of P-1 students are meeting LLLL benchmarks</li> <li>- 90% of Grade 1 students meet Phonic Check benchmarks</li> <li>- Median PAT Maths and Reading results improve for each year level</li> <li>- Proportion of students meeting or exceeding expectations on ORF and MAZE improving on previous years</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>
(PLT) PLT launch conducted in Term 1, and PLT celebration days held each term	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(All) Selected staff to visit high performing local schools or external PD	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

(PLT) Regular Middle Leader meetings focusing on PLT leader practice	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(All) Create and implement action plans to execute the specific actions required to achieve the above goals	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Actively engage in Network activities related to learning including Leadership, Reading and Numeracy communities of practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(PLT) Learning Specialist will be provided additional time release to build data capacity, coach PLT leaders and develop PLT handbook	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student engagement and wellbeing.			
<b>12-month target 3.1 target</b>	By 2026, decrease the average annual absence days per student from 21.7 days in 2021 to 20.0 days.			
<b>12-month target 3.2 target</b>	Classroom behaviour factor from 66 per cent in 2021 to 70 per cent Differentiated learning challenge factor from 81 per cent in 2021 to 86 per cent Sense of confidence factor from 66 per cent in 2021 to 70 per cent Sense of connectedness factor from 70 per cent in 2021 to 75 per cent			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen	Embed a whole school approach to improve student attendance			

students' participation and engagement in school	
<b>Actions</b>	(Att) Improve attendance across the school; (Comm) Develop the school's connection to the Community to improve attendance and engagement; Improve (SVA) Student Leadership, Voice and Agency to improve agency
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Conduct regular walkthroughs to monitor implementation of programs such as Circle Time and routine development</li> <li>- Monitor "Class Dojo" points to celebrate teachers implementing the program well and support staff who are struggling</li> <li>- Monitor attendance and have regular attendance data reflection sessions</li> <li>- Train staff in delivering inclusive practices in the classroom</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach the school values and the classroom behaviours that flow from this</li> <li>- Make regular calls home to parents to share positives</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Name their classroom positive behaviours</li> <li>- (Leaders) Engage in developing school improvement initiatives</li> <li>- (Focus groups) Provide feedback to school leadership on areas of improvement including attendance</li> </ul> <p>Parents/guardians/community members will:</p> <ul style="list-style-type: none"> <li>- Engage with attendance plans and associated meetings</li> <li>- Build engagement in Community Hub and Community Links</li> <li>- (English) At least 15 regular attendees</li> <li>- (Playgroup) At least 15 regular attendees</li> <li>- (School events/special people's days) At least 100 attendees</li> </ul>
<b>Success Indicators</b>	<p>Leading indicators:</p> <ul style="list-style-type: none"> <li>- Classroom teachers distributing at least 1000 Class Dojo points per week (regular week, 25 student class)</li> <li>- Teachers making at least 2 calls home per week</li> <li>- 15 community members attending hub sessions regularly (coffee &amp; chat; adult English courses; Playgroup)</li> <li>- Parent and student teacher intervention volunteers working in the school</li> <li>- Absence plans in place for non-attenders</li> </ul> <p>Lagging indicators:</p>

	- Increase in AtoSS measures including: "Advocate at school" and "Student Voice and Agency" - Attendance over 90% every term in each year level			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
(Att) Fortnightly attendance meetings to monitor attendance patterns and flag families for additional intervention	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(SVA) Embed student leadership structures including Vice Captains, JSC teams and student representation on School Council	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(SVA) Termly focus groups alternating between LC and T&L focuses	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Comm) Support the Community Hub to improve Playgroup and English Language classes and develop additional programs	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Comm) Create and implement a calendar of school events, including cultural events	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Comm) Organise termly community engagement events (e.g. Open nights, colour run, concert, fete etc)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	
(Comm & SPWBS) Increase teacher-parent communication frequency	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(All) Create and implement action plans to execute the specific actions required to achieve the above goals	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Actively engage in Network activities related to learning including Leadership development and Wellbeing communities of practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Comm) Part-time staff member appointed to run T2 and T3 Intervention programs with students and build parent welfare support	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" 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
<b>KIS 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support	Build staff capacity to embed a consistent whole school approach to the school-wide positive behaviour support program.			

student learning, wellbeing and inclusion	
<b>Actions</b>	(SWPBS) Embed the school's high expectations around SWPBS and routines; Implement Disability Inclusion Reform (DI)
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Conduct regular walkthroughs to monitor implementation of programs such as Circle Time and routine development</li> <li>- Monitor "Class Dojo" points to celebrate teachers implementing the program well and support staff who are struggling</li> <li>- Support classroom teachers with wellbeing resources</li> <li>- Provide training around the three tiers of behaviours and IEPs</li> <li>- Clear DI referral process in place</li> <li>- Run professional development to build staff understanding of disability and inclusive practices to support students achieve success</li> <li>- Train staff in delivering inclusive practices in the classroom</li> <li>- Develop processes to support vulnerable students to receive funding through DI</li> <li>- (MHiPS) Organise Tier 2 interventions to support student wellbeing needs</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach the school values and the classroom behaviours that flow from this</li> <li>- Implement our SWPBS approach including the stages of consequence, low-key interventions, Class Dojo points, minor &amp; major behaviour flowchart</li> <li>- Develop strong classroom routines to maximise student success</li> <li>- Implement inclusive practices in their classroom</li> <li>- Fully engage with IEPs, SSGs and DIPs to support individual student needs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to confidently name the school values</li> <li>- Name their classroom positive behaviours</li> <li>- (Leaders) Engage in developing school improvement initiatives</li> <li>- (Focus groups) Provide feedback to school leadership on areas of improvement, including SWPBS</li> </ul>
<b>Success Indicators</b>	<p>Leading indicators:</p> <ul style="list-style-type: none"> <li>- Classroom teachers distributing at least 1000 Class Dojo points per week (regular week, 25 student class)</li> <li>- At least 2 successful DIP applications</li> <li>- Increase in completed and endorsed BMPs and safety plans</li> </ul> <p>Lagging indicators:</p>

	- Reduction in suspensions - Increase in AtoSS measures including: "Advocate at school", "Managing Bullying" and "Student Voice and Agency"			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
(DI) Refine the school IEP, SSG and DIP application process to ensure all students have adequate support	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(SWPBS) Support staff to develop and implement consistent routines to develop orderly and focused learning environments	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(SWPBS & SVA) Support staff to deliver student identified lunchtime clubs to reduce the incidence of yard issues	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
(Well) Release a Leading Teacher 5 days a week as an Inclusion Coordinator and build their capacity through PD and Community of Practice time	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Actively engage in Network activities related to learning including Leadership development and Wellbeing communities of practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>(SWPBS) Employ a Student Wellbeing Officer at a full-time rate to support Wellbeing and Inclusion Coordinator to build a positive school environment</p>	<p><input checked="" type="checkbox"/> Education support</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
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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	\$337,673.52	\$340,000.00	-\$2,326.48
Disability Inclusion Tier 2 Funding	\$176,928.41	\$200,000.00	-\$23,071.59
Schools Mental Health Fund and Menu	\$33,923.63	\$40,000.00	-\$6,076.37
<b>Total</b>	<b>\$548,525.56</b>	<b>\$580,000.00</b>	<b>-\$31,474.44</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration. Additional intervention staff employed above TLI requirements	\$60,000.00
(Prin) Update student laptops	\$40,000.00
(IM) Create Assistant Principal position and associated time release to create curriculum templates, conduct coaching and develop online Instructional Playbook	\$70,000.00
(Lit & Num) Purchase interactive TV panels to support Explicit Direct Instruction	\$80,000.00
(All) Selected staff to visit high performing local schools or external PD	\$10,000.00
(PLT) Learning Specialist will be provided additional time release to build data capacity, coach PLT leaders and develop PLT handbook	\$40,000.00

(Comm) Part-time staff member appointed to run T2 and T3 Intervention programs with students and build parent welfare support	\$60,000.00
(Well) Release a Leading Teacher 5 days a week as an Inclusion Coordinator and build their capacity through PD and Community of Practice time	\$80,000.00
(SWPBS) Employ a Student Wellbeing Officer at a full-time rate to support Wellbeing and Inclusion Coordinator to build a positive school environment	\$50,000.00
<b>Totals</b>	<b>\$490,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration. Additional intervention staff employed above TLI requirements	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
(Prin) Update student laptops	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Assets
(IM) Create Assistant Principal position and associated time release to create curriculum templates, conduct coaching and develop online Instructional Playbook	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> School-based staffing

(Lit & Num) Purchase interactive TV panels to support Explicit Direct Instruction	from: Term 1 to: Term 1	\$80,000.00	<input checked="" type="checkbox"/> Assets
(All) Selected staff to visit high performing local schools or external PD	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
(PLT) Learning Specialist will be provided additional time release to build data capacity, coach PLT leaders and develop PLT handbook	from: Term 1 to: Term 2	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$340,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
(Comm) Part-time staff member appointed to run T2 and T3 Intervention programs with students and build parent welfare support	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  •
(Well) Release a Leading Teacher 5 days a week as an Inclusion Coordinator and build their capacity through PD and Community of Practice time	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
(SWPBS) Employ a Student Wellbeing Officer at a full-time rate to support Wellbeing and Inclusion	from: Term 1	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

Coordinator to build a positive school environment	to: Term 4		•
<b>Totals</b>		\$200,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
(Comm) Part-time staff member appointed to run T2 and T3 Intervention programs with students and build parent welfare support	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
<b>Totals</b>		\$40,000.00	

### 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
(IM) Instructional Playbook updated to include all areas of Tuning In, I Do and We Do, with videos of practice	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
(Lit) Structured Literacy (Reading & Writing) approach implemented in grades 2-6	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
(Num) Professional development around the new Numeracy approach is delivered to all teachers	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
(SWPBS) Support staff to develop and implement consistent routines to develop	<input checked="" type="checkbox"/> Leadership team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

orderly and focused learning environments	<input checked="" type="checkbox"/> Leading teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons			
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