

2024 Annual Implementation Plan

for improving student outcomes

Fairfield Primary School (2711)



Submitted for review by Paul Wallace (School Principal) on 08 December, 2023 at 08:14 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 11 December, 2023 at 08:23 AM
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	
	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	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal 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.
Maximise student learning growth for every student in literacy and numeracy	Yes	<p>By 2026, increase the percentage of Year 5 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading from 75 per cent (2022) to 80 per cent • Writing from 55 per cent (2022) to 70 per cent • Numeracy from 40 per cent (2022) to 60 per cent 	Year 3- Exceeding and Strong Students:Reading from 89 percent to 91 percentWriting from 81 percent to 83 percentNumeracy from 77 percent to 79 percent
		<p>By 2026, increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 36 per cent (2021) to 45 per cent • Writing from 29 per cent (2021) to 40 per cent • Numeracy from 9 per cent (2021) to 30 per cent 	Year 5- Exceeding and Strong Students:Reading from 89 percent to 91 percentWriting from 83 percent to 85 percentNumeracy from 76 percent to 80 percent
		<p>By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English</p> <ul style="list-style-type: none"> • Reading from 47 per cent in 2021 to 80 per cent 	Above Expected Level:EnglishReading and Listening from 48 percent to 60 percentWriting from 29 percent to 35 percentSpeaking and Listening from 10 percent to 20 percentMathematicsNumber and Algebra from

		<ul style="list-style-type: none"> • Speaking and Listening from 14 per cent in 2021 to 50 per cent • Writing from 28 per cent in 2021 50 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 36 per cent in 2021 to 55 per cent • Measurement and Geometry 14 per cent in 2021 to 55 per cent • Statistics and Probability 11 per cent in 2021 to 55 per cent 	<p>39 percent in 2022 to 45 percent Measurement and Geometry from 18 percent in 2022 to 35 percent Statistics and Probability from 13 percent in 2022 to 35 percent</p>
		<p>By 2026, improve the percentage of positive endorsement in the School Staff Survey Teaching and Learning -Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent • Professional learning through peer observation from 52 per cent (2021) to 70 per cent • Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent • Teacher collaboration from 68 per cent (2021) to 75 per cent 	<p>Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent. 2023 - 80%. GOAL: TO MAINTAIN 80% Professional learning through peer observation from 52 per cent (2021) to 70 per cent. 2023 - 30%: GOAL TO INCREASE TO 50% Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent. Teacher collaboration from 68 per cent (2021) to 75 per cent 2023 - 77%: GOAL TO INCREASE TO 80%</p>
<p>To improve student agency in wellbeing and learning</p>	<p>Yes</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 58 per cent (2021) to 75 per cent) • Motivation and Interest from 76 per cent (2021) to 85 per cent) • Teacher Concern from 72 per cent (2021) to 85 per cent) • Self-regulation and goal setting from 78 per cent (2021) to 85 per cent) 	<p>Student voice and agency from 58 per cent (2021) to 75 per cent). 2023 - 49%. GOAL: TO INCREASE TO 60% Motivation and Interest from 76 per cent (2021) to 85 per cent). 2023 - 71%. GOAL TO INCREASE TO 80% Teacher Concern from 72 per cent (2021) to 85 per cent). 2023 - 61% Self-regulation and goal setting from 78 per cent (2021) to 85 per cent). 2023 - 61%. GOAL TO INCREASE TO 75%</p>

	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 52 per cent (2021) to 75 per cent • Promote student ownership of learning from 62 per cent (2021) to 75 per cent 	<p>Use student feedback to improve practice from 52 per cent (2021) to 75 per cent). 2023 - 70%. GOAL: TO MAINTAIN 70%Promote student ownership of learning from 62 per cent (2021) to 75 per cent). 2023 - 80%. GOAL: TO MAINTAIN 80%</p>
	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of:</p> <ul style="list-style-type: none"> • Effective teaching from 66 per cent (2021) to 75 per cent • Student motivation and support from 64 per cent (2021) to 75 per cent • Stimulating learning environment from 71 per cent (2021) to 80 per cent • High expectations for success from 74 per cent (2021) to 85 per cent • Student agency and voice from 65 per cent (2021) to 75 per cent 	<p>Effective teaching from 66 per cent (2021) to 75 per cent. 2023 - 70%. GOAL: TO INCREASE TO 75%Student motivation and support from 64 per cent (2021) to 75 per cent. 2023 - 64%. GOAL: TO INCREASE TO 70%Stimulating learning environment from 71 per cent (2021) to 80 per cent. 2023 - 72%. GOAL: TO INCREASE TO 76%High expectations for success from 74 per cent (2021) to 85 per cent. 2023 - 69%. GOAL: TO INCREASE TO 76%Student agency and voice from 65 per cent (2021) to 75 per cent. 2023 - 63%. GOAL: TO INCREASE TO 70%</p>

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1-month target	<p>Year 3- Exceeding and Strong Students: Reading from 89 percent to 91 percent Writing from 81 percent to 83 percent Numeracy from 77 percent to 79 percent</p>
12-month target 2.2-month target	<p>Year 5- Exceeding and Strong Students: Reading from 89 percent to 91 percent Writing from 83 percent to 85 percent Numeracy from 76 percent to 80 percent</p>

12-month target 2.3-month target	Above Expected Level: English Reading and Listening from 48 percent to 60 percent Writing from 29 percent to 35 percent Speaking and Listening from 10 percent to 20 percent Mathematics Number and Algebra from 39 percent in 2022 to 45 percent Measurement and Geometry from 18 percent in 2022 to 35 percent Statistics and Probability from 13 percent in 2022 to 35 percent	
12-month target 2.4-month target	Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent. 2023 - 80%. GOAL: TO MAINTAIN 80% Professional learning through peer observation from 52 per cent (2021) to 70 per cent. 2023 - 30%: GOAL TO INCREASE TO 50% Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent. Teacher collaboration from 68 per cent (2021) to 75 per cent 2023 - 77%: GOAL TO INCREASE TO 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need	No
KIS 2.b Teaching and learning	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice	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 placed the school at the Embedding phase in all FISO areas. We recognise that there is room for NAPLAN growth in Numeracy and Spelling outcomes. We have prioritised professional learning in Literacy and Numeracy, including completion of the Leading Literacy and Leading Numeracy courses by individual staff and Learning Specialists in 2023. We plan to continue this work in 2024 to support teaching staff with knowledge of pedagogy and evidence-based practice, particularly in Numeracy and Spelling. End of year surveys in the areas of Literacy, Numeracy and Wellbeing have identified staff's needs for professional development.	
Goal 3	To improve student agency in wellbeing and learning	

12-month target 3.1-month target	Student voice and agency from 58 per cent (2021) to 75 per cent). 2023 - 49%. GOAL: TO INCREASE TO 60% Motivation and Interest from 76 per cent (2021) to 85 per cent). 2023 - 71%. GOAL TO INCREASE TO 80% Teacher Concern from 72 per cent (2021) to 85 per cent). 2023 - 61% Self-regulation and goal setting from 78 per cent (2021) to 85 per cent). 2023 - 61%. GOAL TO INCREASE TO 75%	
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12-month target 3.3-month target	Effective teaching from 66 per cent (2021) to 75 per cent. 2023 - 70%. GOAL: TO INCREASE TO 75% Student motivation and support from 64 per cent (2021) to 75 per cent . 2023 - 64%. GOAL: TO INCREASE TO 70% Stimulating learning environment from 71 per cent (2021) to 80 per cent. 2023 - 72%. GOAL: TO INCREASE TO 76% High expectations for success from 74 per cent (2021) to 85 per cent. 2023 - 69%. GOAL: TO INCREASE TO 76% Student agency and voice from 65 per cent (2021) to 75 per cent. 2023 - 63%. GOAL: TO INCREASE TO 70%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Engagement	Develop a consistent whole school understanding of student agency and voice	No
KIS 3.b Support and resources	Develop and implement a whole school behaviour framework	Yes
KIS 3.c Support and resources	Deepen and embed strategies to support students' wellbeing	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	FPS has been selected to be a SWPBS school in 2024. The main focus will be on establishing SWPBS at FPS, this will include staff upskilling in understanding different types of neurodiversity and the strategies that can be utilised to support students. FPS is transitioning to DIP funding after census day 2024. Staff need to be supported in developing their understanding of the documentation required for an application and support strategies that can be used in the classroom.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1 target	Year 3- Exceeding and Strong Students: Reading from 89 percent to 91 percent Writing from 81 percent to 83 percent Numeracy from 77 percent to 79 percent
12-month target 2.2 target	Year 5- Exceeding and Strong Students: Reading from 89 percent to 91 percent Writing from 83 percent to 85 percent Numeracy from 76 percent to 80 percent
12-month target 2.3 target	Above Expected Level: English Reading and Listening from 48 percent to 60 percent Writing from 29 percent to 35 percent Speaking and Listening from 10 percent to 20 percent Mathematics Number and Algebra from 39 percent in 2022 to 45 percent Measurement and Geometry from 18 percent in 2022 to 35 percent Statistics and Probability from 13 percent in 2022 to 35 percent
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KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice

Actions	<p>Literacy and Numeracy</p> <ol style="list-style-type: none"> 1. Build staff capacity to understand and implement our school-wide numeracy and literacy strategy, including implementation of our instructional model and non-negotiables 2. Embed PLC structures to support teacher collaboration and reflection of strengthen teaching practice 3. Plan whole school professional learning in evidence-based approaches to providing differentiated learning in literacy and numeracy 			
Outcomes	<p>Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students Teachers and support staff will have strong relationships with the parents/carers/kin of all students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning Teachers and leaders will establish intervention/small group tutoring programs Tutors will provide targeted academic support to students</p>			
Success Indicators	<p>Student feedback on differentiation, the instructional model, and use of common strategies Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Classroom observations demonstrating use of strategies from professional learning Differentiated curriculum documents and evidence of student learning at different levels Post-test results from assessments from sources such as PAT or Essential Assessment</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Numeracy - Resources</p> <ul style="list-style-type: none"> - Purchase resources required to successfully deliver Numeracy lessons for each year level - Purchase Numeracy resources available for whole school use 	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$7,000.00</p> <input checked="" type="checkbox"/> Other funding will be used

<p>Numeracy - Professional Learning</p> <ul style="list-style-type: none"> - Introduction and explanation of Numeracy Scope and Sequence for the Victorian Curriculum 2.0 (YLL) - Revisit the proficiencies start up program (Numeracy SIT) - Whole school moderating of Maths data for progression points in terms 2 and 4 (Numeracy SIT) - Reestablish peer observations (Observing to Learn) with a focus on the Launch, Explore, Summarise model and link to PLCs. - Professional learning on the Victorian Curriculum 2.0 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Numeracy - Learning Specialist Support</p> <ul style="list-style-type: none"> - Monitor and assist teams with Numeracy PLC documentation and weekly planners - Learning specialist to coach, mentor and observe in various aspects of teacher practice in Numeracy, with a focus on the Launch, Explore, Summarise model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Literacy- Professional Learning</p> <ul style="list-style-type: none"> - Improve teacher knowledge on teaching phonics and spelling, including phonological awareness, morphology and etymology. - Work with literacy support teacher and literacy SIT to upskill teachers on lesson structure for spelling and how to differentiate during spelling lessons. - Continue to improve staff's capability on writing assessment during whole school writing moderation sessions. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> School improvement team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

- Teachers to access professional development (free through Little Learners Love Literacy and Soundwaves)				
<p>Literacy resources:</p> <ul style="list-style-type: none"> - Purchase phonics and spelling resources - Purchase books for needed areas, including decodables. - Purchase teacher resource book including for professional reading. 	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>Literacy- Learning Specialist Support</p> <ul style="list-style-type: none"> - Classroom observations with a focus on how the instructional model is being implemented school wide to teach phonological awareness in F-1 and spelling in 2-6. - Coach, mentor and observe various aspects of teacher practice in Literacy. - Coach and assist with spelling lessons. - Release teachers for peer observations. 	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Literacy- Curriculum Documentation</p> <ul style="list-style-type: none"> - Collate and monitor whole school data from NAPLAN, PAT, Writing Moderation. - Monitor literacy termly and weekly planners with the focus of the inclusion of spelling lessons 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 3	To improve student agency in wellbeing and learning
12-month target 3.1 target	Student voice and agency from 58 per cent (2021) to 75 per cent). 2023 - 49%. GOAL: TO INCREASE TO 60% Motivation and Interest from 76 per cent (2021) to 85 per cent). 2023 - 71%. GOAL TO INCREASE TO 80% Teacher Concern from 72 per cent (2021) to 85 per cent). 2023 - 61% Self-regulation and goal setting from 78 per cent (2021) to 85 per cent). 2023 - 61%. GOAL TO INCREASE TO 75%
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KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school behaviour framework
Actions	Development of roles and responsibilities for our Wellbeing and Inclusion Leading Teachers Tier 1 Implementation of SWPBS SWPBS leader to undertake coaching as part of the SWPBS program. Creation of SWBPS implementation team to lead the work over the next 5 years.
Outcomes	Student leaders will be able to recognise, respond to and refer mental health emergencies Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Change of staff mindset from reactive to proactive responses to student behaviour. Review of the Year 6 Community Leaders program. Students will report improved emotional awareness and resilience.

Success Indicators	Have a SWPBS Implementation Team established. Collation of a year's worth of student behaviour data to analysis. Five Year Action plan for the SWPBS implementation drafted. Tier 1 supports consistently implemented and becoming established across the school. Curriculum documentation will show plans for social and emotional learning ? ATOSS Factors as per goal 3.1			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Creation of SWPBS implementation team. - Whole staff SWBPS professional learning from a member of Region - Sharing with staff the purpose and goals of SWPBS - EOIs for joining SWPBS - Dedicated time for SWPBS team to meet	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Present Pulse Chronicle and how to use it to all staff. - Use data from Pulse to develop framework to SWPBS	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
SWPBS leader to have on-going coaching with SWPBS coach.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review and re-establish Student Voice committee at FPS. - Regular meeting times to be added to whole school timetable. - Student Voice leader to visit other SWPBS schools to see how it is run there. - Unpacking of ATOSS	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Development of roles for our Wellbeing and Inclusion Leading Teachers and sequencing of work. Tasks/roles to include: - Practice DIP Start collecting and collating documentation and evidence:</p> <p>Staff meeting -what is DI about? What do we do in our 3 days (before going into classrooms) 31st Jan (plan on curriculum day)</p> <p>IEP training with Cathy, Prue and Grace to then support teachers creating IEPs</p> <p>BSP template training</p> <p>Working in classrooms supporting early career teachers, visible presence to be able to skill-up staff, getting information -Data collection and classroom observations for selected students -What are the needs for teachers and students? -What language is being used in classrooms? -What strategies are working?</p> <p>Responding to situations/incidents with students and families</p> <p>Attending SSGs</p> <p>SWPBS -create implementation team, Daniel deliver buy-in PD, Implementation Team will complete online training</p> <p>Student Voice -visit HPS, get as much information as possible</p> <p>Regular meetings between wellbeing leadership team -fortnightly, with rolling agenda</p> <p>Unpacking student wellbeing/behaviour data</p> <p>What whole school approaches are working well?</p>	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$190,000.00 <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
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KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing			
Actions	Strengthen the whole school approach towards social and emotional learning.			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Wellbeing team will directly support students' mental health and/or provide referrals. Staff to confidently write Behaviour Support Plans and IEPs for students			
Success Indicators	Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Curriculum documentation will show plans for social and emotional learning Consistent documentation for Behaviour Support Plans and IEPs Established Chronicle on Pulse (Compass) Staff adopting a proactive approach mindset rather than reactive approach mindset.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional learning on IEPs, BSPs and Mental Health First Aid. - Based on elearnig modules, and through accessing RSSS, Wellbeing Leading Teachers align our IEP processes with new Department template.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Staff professional development on neurodiveristy and revelant strategies. - Building on profesisonal learning from last year, and referencing the results from the staff survey which identified professional	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

learning needs including Responding to explosive behaviours High Impact Wellbeing Strategies Responding to students' emotions				will be used which may include DET funded or free items
Implementation and consistent use of Pulse Chronicle for student behaviour. - PULSE data to support SWPBS Framework	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Adoption of the new RRRR, develop scope and sequence and incorporation of relevant Bounce Back units - Audit of how RRRR is currently implemented and align into curriculum scope and sequence	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establishing more Chill Zone spaces around the school. Resourcing with sensory items, noise cancelling headphones etc	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,473.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Creation student profiles for CRT folders (for critical students).	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Creation of data bank of students who need notification of teacher absences.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,473.20	\$5,000.00	\$2,473.20
Disability Inclusion Tier 2 Funding	\$180,366.72	\$142,000.00	\$38,366.72
Schools Mental Health Fund and Menu	\$69,611.94	\$69,700.00	-\$88.06
Total	\$257,451.86	\$216,700.00	\$40,751.86

Activities and milestones – Total Budget

Activities and milestones	Budget
Creation of SWPBS implementation team. - Whole staff SWBPS professional learning from a member of Region - Sharing with staff the purpose and goals of SWPBS - EOIs for joining SWPBS - Dedicated time for SWPBS team to meet	\$5,000.00
SWPBS leader to have on-going coaching with SWPBS coach.	\$2,000.00
Development of roles for our Wellbeing and Inclusion Leading Teachers and sequencing of work. Tasks/roles to include: - Practice DIP Start collecting and collating documentation and evidence: Staff meeting -what is DI about?	\$190,000.00

<p>What do we do in our 3 days (before going into classrooms) 31st Jan (plan on curriculum day)</p> <p>IEP training with Cathy, Prue and Grace to then support teachers creating IEPs</p> <p>BSP template training</p> <p>Working in classrooms supporting early career teachers, visible presence to be able to skill-up staff, getting information</p> <ul style="list-style-type: none"> -Data collection and classroom observations for selected students -What are the needs for teachers and students? -What language is being used in classrooms? -What strategies are working? <p>Responding to situations/incidents with students and families</p> <p>Attending SSGs</p> <p>SWPBS -create implementation team, Daniel deliver buy-in PD, Implementation Team will complete online training</p> <p>Student Voice -visit HPS, get as much information as possible</p> <p>Regular meetings between wellbeing leadership team - fortnightly, with rolling agenda</p> <p>Unpacking student wellbeing/behaviour data</p> <p>What whole school approaches are working well?</p>	
<p>Staff professional development on neurodiveristy and revelant strategies.</p>	<p>\$5,000.00</p>

- Building on profesional learning from last year, and referencing the results from the staff survey which identified professional learning needs including Responding to explosive behaviours High Impact Wellbeing Strategies Responding to students' emotions	
Establishing more Chill Zone spaces around the school. Resourcing with sensory items, noise cancelling headphones etc	\$7,473.00
Totals	\$209,473.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Creation of SWPBS implementation team. - Whole staff SWBPS professional learning from a member of Region - Sharing with staff the purpose and goals of SWPBS - EOIs for joining SWPBS - Dedicated time for SWPBS team to meet	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$5,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS leader to have on-going coaching with SWPBS coach.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
<p>Development of roles for our Wellbeing and Inclusion Leading Teachers and sequencing of work. Tasks/roles to include: - Practice DIP Start collecting and collating documentation and evidence:</p> <p>Staff meeting -what is DI about? What do we do in our 3 days (before going into classrooms) 31st Jan (plan on curriculum day)</p> <p>IEP training with Cathy, Prue and Grace to then support teachers creating IEPs</p> <p>BSP template training</p> <p>Working in classrooms supporting early career teachers, visible presence to be able to skill-up staff, getting information -Data collection and classroom observations for selected students -What are the needs for teachers and students? -What language is being used in classrooms? -What strategies are working?</p>	from: Term 1 to: Term 1	\$140,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion leader • Disability inclusion coordinator • Leading teacher • Classroom teacher

<p>Responding to situations/incidents with students and families</p> <p>Attending SSGs</p> <p>SWPBS -create implementation team, Daniel deliver buy-in PD, Implementation Team will complete online training</p> <p>Student Voice -visit HPS, get as much information as possible</p> <p>Regular meetings between wellbeing leadership team - fortnightly, with rolling agenda</p> <p>Unpacking student wellbeing/behaviour data</p> <p>What whole school approaches are working well?</p>			
Totals		\$142,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Development of roles for our Wellbeing and Inclusion Leading Teachers and sequencing of work. Tasks/roles to include: - Practice DIP Start collecting and collating documentation and evidence:</p> <p>Staff meeting -what is DI about? What do we do in our 3 days (before going into classrooms) 31st Jan (plan on curriculum day)</p> <p>IEP training with Cathy, Prue and Grace to then support teachers creating IEPs</p> <p>BSP template training</p> <p>Working in classrooms supporting early career teachers, visible presence to be able to skill-up staff, getting information -Data collection and classroom observations for selected students -What are the needs for teachers and students? -What language is being used in classrooms? -What strategies are working?</p> <p>Responding to situations/incidents with students and families</p> <p>Attending SSGs</p>	<p>from: Term 1 to: Term 1</p>	<p>\$50,000.00</p>	

<p>SWPBS -create implementation team, Daniel deliver buy-in PD, Implementation Team will complete online training</p> <p>Student Voice -visit HPS, get as much information as possible</p> <p>Regular meetings between wellbeing leadership team - fortnightly, with rolling agenda</p> <p>Unpacking student wellbeing/behaviour data</p> <p>What whole school approaches are working well?</p>			
<p>Staff professional development on neurodiveristy and revelant strategies.</p> <p>- Building on profesisonal learning from last year, and referencing the results from the staff survey which identified professional learning needs including</p> <p>Responding to explosive behaviours</p> <p>High Impact Wellbeing Strategies</p> <p>Responding to students' emotions</p>	<p>from: Term 1 to: Term 4</p>	<p>\$14,700.00</p>	
<p>Establishing more Chill Zone spaces around the school.</p> <p>Resourcing with sensory items, noise cancelling headphones etc</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	
<p>Totals</p>		<p>\$69,700.00</p>	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Numeracy - Professional Learning</p> <ul style="list-style-type: none"> - Introduction and explanation of Numeracy Scope and Sequence for the Victorian Curriculum 2.0 (YLL) - Revisit the proficiencies start up program (Numeracy SIT) - Whole school moderating of Maths data for progression points in terms 2 and 4 (Numeracy SIT) - Reestablish peer observations (Observing to Learn) with a focus on the Launch, Explore, Summarise model and link to PLCs. - Professional learning on the Victorian Curriculum 2.0 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Numeracy - Learning Specialist Support</p> <ul style="list-style-type: none"> - Monitor and assist teams 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>with Numeracy PLC documentation and weekly planners</p> <p>- Learning specialist to coach, mentor and observe in various aspects of teacher practice in Numeracy, with a focus on the Launch, Explore, Summarise model</p>			<p><input checked="" type="checkbox"/> Demonstration lessons</p>			
<p>Literacy- Professional Learning</p> <p>- Improve teacher knowledge on teaching phonics and spelling, including phonological awareness, morphology and etymology.</p> <p>- Work with literacy support teacher and literacy SIT to upskill teachers on lesson structure for spelling and how to differentiate during spelling lessons.</p> <p>- Continue to improve staff's capability on writing assessment during whole school writing moderation sessions.</p> <p>- Teachers to access professional development (free through Little Learners</p>	<p><input checked="" type="checkbox"/> Learning specialist(s)</p> <p><input checked="" type="checkbox"/> Literacy support</p> <p><input checked="" type="checkbox"/> School improvement team</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p><input checked="" type="checkbox"/> Literacy expertise</p> <p><input checked="" type="checkbox"/> Learning specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>

Love Literacy and Soundwaves)						
<p>Literacy- Learning Specialist Support</p> <ul style="list-style-type: none"> - Classroom observations with a focus on how the instructional model is being implemented school wide to teach phonological awareness in F-1 and spelling in 2-6. - Coach, mentor and observe various aspects of teacher practice in Literacy. - Coach and assist with spelling lessons. - Release teachers for peer observations. 	<input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
<p>Creation of SWPBS implementation team.</p> <ul style="list-style-type: none"> - Whole staff SWBPS professional learning from a member of Region - Sharing with staff the purpose and goals of SWPBS - EOIs for joining SWPBS - Dedicated time for SWPBS team to meet 	<input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 1</p>	<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"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

<p>Staff professional learning on IEPs, BSPs and Mental Health First Aid. - Based on elearnig modules, and through accessing RSSS, Wellbeing Leading Teachers align our IEP processes with new Department template.</p>	<input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 2</p>	<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"/> Departmental resources Online emodules Regional Support Staff	<input checked="" type="checkbox"/> On-site
<p>Staff professional development on neurodiveristy and revelant strategies. - Building on profesional learning from last year, and referencing the results from the staff survey which identified professional learning needs including Responding to explosive behaviours High Impact Wellbeing Strategies Responding to students' emotions</p>	<input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 4</p>	<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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Adoption of the new RRRR, develop scope and sequence and incorporation of relevant Bounce Back units - Audit of how RRRR is currently implemented and align into curriculum scope and sequence</p>	<input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site