2024 Annual Implementation Plan

for improving student outcomes

Ripponlea Primary School (4087)

Submitted for review by Natalie Rose (School Principal) on 18 December, 2023 at 10:21 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 22 December, 2023 at 11:27 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	

	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	
	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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
To increase student learning in literacy and numeracy.	Yes	To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in: • Reading from 16% (2021) to 30% (2025) • Numeracy from 21% (2021) to 30% (2025) • Writing from 29% (2021) to 33% (2025)	This data will not be available until 2025.
		To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in: • Reading from 23% (2021) to 6% (2025) • Numeracy from 21% (2021) to 6% (2025) • Writing from 26% (2021) to 6% (2025)	By the end of 2024 decrease the percentage of students for the category 'developing' for:Year 5 Numeracy from 12% to 6%Year 5 Writing from 15% to 8%
		To increase the percentage of students in the top 2 NAPLAN bands: • Numeracy Year 5 from 26% (2021) to 40% (2025) • Writing at Year 5 from 27% (2021) to 35% (2025) • Reading at Year 5 from 64% (2021) to 70% (2025)	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 students in: Reading from 29% (2023) to 30% Writing from 21% (2023) to 25%Numeracy from 6% (2023) to 12%

		To increase the percentage of students in the top 2 NAPLAN bands: • Numeracy Year 3 from 51% (2021) to 60% (2025) • Writing at Year 3 from 70% (2021) to 73% (2025) • Reading at Year 3 from 75% (2021) to 78% (2025)	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 3 students in: Reading from 37% (2023) to 38%Writing from 6% (2023) to 12%Numeracy from 30% (2023) to 35%
To improve student wellbeing.	Yes	To increase positive responses to the AtoSS factors • Emotional awareness and regulation from 71% (2021) to 80% (2025) • Sense of inclusion from 85% (2021) to 88% (2025) • Teacher concern from 70% (2021) to 80% (2025) • Perseverance from 74% (2021) to 84% (2025) • Sense of connectedness from 76% (2021) to 85% (2025)	To increase positive responses to the AToSS survey factors:- Emotional awareness and regulation from 64% (2023) to 75% (2024)- Sense of inclusion from 85% (2023) to 88% (2024)- Teacher concern from 71% (2023) to 76% (2024)- Perseverance from 68% (2023) to 75% (2024)- Sense of connectedness from 69% (2023) to 77% (2024)
		To increase positive responses on Parent Opinion Survey factor *Confidence and resiliency skills* from 76% (2020) to 82% (2025).	To increase positive responses on the Parent Opinion Survey - Confidence and resiliency skills from 82% (2023) to 85% (2024)
		To increase positive responses on Staff Opinion Survey Teaching and learning – Implementation - *Support growth and learning of the whole student* from 89% (2020) to 92% (2025).	To increase positive responses on the Staff Opinion Survey - Teaching & Learning Implementation - support growth and learning of the whole student 100% (2023) to 95% (2024)
To improve student voice and agency.	Yes	To increase positive response on the Staff Opinion Survey factors: • Use student feedback to improve practice from 61% (2020) to 75% (2025) • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025)	To increase positive responses on the Staff Opinion Survey - Use student feedback to improve practice from 82% (2023) to 85% (2024)- Promote student ownership of learning 94%(2023) to 95%(2024)
		To increase positive responses AtoSS factors: • Student voice and goal setting from 66% (2021) to 75% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025) • Motivation and Interest from 75% (2021) to 80% (2025)	To increase positive responses to AtoSS factors:- Student voice and goal setting from 63% (2023) to 70% (2024)- Self-regulation and goal setting from 64% (2023) to 75%

			(2024)- Motivation and interest from 68% (2023) to 78% (2024)
		To increase the percentage positive response on the Parent Opinion Survey factors: • Stimulating learning environment from 72% (2020) to 78% (2025) • Student motivation & support from 66% (2020) to 75% (2025) • Student voice and agency from 67% (2020) to 75% (2025)	To increase the positive responses on the Parent Opinion Survey factors:- Stimulating learning environment from 77%(2023) to 80%(2024)- Student motivation and support from 74%(2023) to 80%(2024)- Student voice and agency from 70% (2023) to 75% (2024)

Goal 2	To increase student learning in literacy and numeracy.	
12-month target 2.1-month target	This data will not be available until 2025.	
12-month target 2.2-month target	By the end of 2024 decrease the percentage of students for the category 'developing' for: Year 5 Numeracy from 12% to 6% Year 5 Writing from 15% to 8%	
12-month target 2.3-month target	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 students in: Reading from 29% (2023) to 30% Writing from 21% (2023) to 25% Numeracy from 6% (2023) to 12%	
12-month target 2.4-month target	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 3 students in: Reading from 37% (2023) to 38% Writing from 6% (2023) to 12% Numeracy from 30% (2023) to 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	Improve data literacy skills.	Yes
KIS 2.b Excellence in teaching and learning	Improve consistency of the PLC process.	Yes
KIS 2.c Excellence in teaching and learning	Embed Instructional Model.	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.	Throughout 2023, our school has placed a significant emphasis on enhancing the data literacy skills of our teachers. The primary focus has been on facilitating effective Professional Learning Community (PLC) inquiry cycles and incorporating formative assessment practices. Initial feedback from our staff indicates noticeable growth and increased confidence in these areas; however, we acknowledge that there is still work to be done, particularly in the realm of analysing Progressive Achievement Test (PAT) data and effectively tracking and monitoring individual student growth. Our PLC teams express a strong desire to implement visible data walls, specifically to monitor the progress of each student in developing mathematical skills. While progress has been made in using the SPA analyser platform for data triangulation, there is a recognition of the need for further exploration and refinement. Teachers across Foundation to Year 2 are eager to leverage the Maths Online Interview as an enhanced formative assessment tool. Collaborative data meetings within PLC teams, along with the implementation of data protocols, have increased. However, we believe there is an even greater opportunity to deepen our commitment to the Responsive Implementation for School Improvement project (RISI) led by Simon Breakspear. Our dedication to running effective PLC Inquiry Cycles is evident in the development of our cycle tracker and collaboration with Cambridge Education coach Phil Anthony. Moving forward, we see potential in providing additional support to teams in developing a greater understanding of the 'Implement and Monitor' stage of the inquiry cycle. There is a specific focus on delving deeper into data analysis to effectively plan for differentiation, especially for students performing at or above the expected level in number and algebra. As we continue our commitment to data literacy, we look forward to building on our achievements and addressing the identified areas for improvement in the upcoming academic year.	
Goal 3	**To improve student wellbeing.**	
12-month target 3.1-month target	To increase positive responses to the AToSS survey factors: - Emotional awareness and regulation from 64% (2023) to 75% (2024)	

	- Sense of inclusion from 85% (2023) to 88% (2024) - Teacher concern from 71% (2023) to 76% (2024) - Perseverance from 68% (2023) to 75% (2024) - Sense of connectedness from 69% (2023) to 77% (2024)	
12-month target 3.2-month target	To increase positive responses on the Parent Opinion Survey - Confidence and resiliency skills from 82% (2023) to 85% (2024)	
12-month target 3.3-month target	To increase positive responses on the Staff Opinion Survey - Teaching & Learning Implementation - support growth and learning of the whole student 100% (2023) to 95% (2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Embed SWPBS	Yes
KIS 3.b Positive climate for learning	Implement evidence-based wellbeing initiatives.	Yes
KIS 3.c Excellence in teaching and learning	Increase teacher capability in wellbeing.	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.	As we enter the fourth year of implementing the School-Wide Positive Behaviour Support (SWPBS) framework, our school is poised to complete the Tiered Fidelity walkthrough in 2024. The PBS team, in collaboration with students and staff, has undertaken a comprehensive review and enhancement of social and learning expectations across all learning spaces. Matrices of expectations have been redeveloped, and with the ongoing support of PBS Coach Anthony King, the school is currently in maintenance mode. One significant achievement is the up-leveling of social and learning expectations, with a focus on students managing relationships and developing essential skills such as emotional literacy and self-regulation. The commitment to these goals is evidenced by the professional learning opportunities provided to staff in trauma-informed practices. Additionally, a new restorative practices model named ENGAGE has been introduced. Funds from Tier 2 Disability allocations and voluntary financial contributions have been strategically used to offer music therapy sessions for all students across the school, complemented by art therapy initiatives. Furthermore, the school has

	invested in training a staff member in the Social Stencil program—an evidence-based program designed to teach social information processing skills to school-aged children. This program, running for 12-18 weeks, focuses on developing friendships, conflict management, emotion regulation, and essential social skills. Students in Years 1/2 and 3-6 have been selected for more intensive support through this program. The next stage of improvement centers on aligning all social-emotional learning across the school, encompassing SWPBS, Respectful Relationships and Resilience (RRRR), Consent & Sexuality Education, and the Personal and Social Capability of the Victorian Curriculum. The Social and Emotional Learning (SEL) scope and sequence documentation will serve as a comprehensive guide for educators. Furthermore, the Student Wellbeing and Inclusion Team (SIT) will explore high-impact teaching strategies for wellbeing to enhance teacher confidence and capability in supporting students. The school remains dedicated to providing additional support for Tier 2 students, with a specific focus on developing emotional regulation skills through Occupational Therapy (OT) support. In summary, our ongoing commitment to the SWPBS framework, coupled with innovative initiatives and strategic investments, reflects our dedication to creating a positive and supportive learning environment for all students.
Goal 4	**To improve student voice and agency.**
12-month target 4.1-month target	To increase positive responses on the Staff Opinion Survey - Use student feedback to improve practice from 82% (2023) to 85% (2024) - Promote student ownership of learning 94%(2023) to 95%(2024)
12-month target 4.2-month target	To increase positive responses to AtoSS factors: - Student voice and goal setting from 63% (2023) to 70% (2024) - Self-regulation and goal setting from 64% (2023) to 75% (2024) - Motivation and interest from 68% (2023) to 78% (2024)
12-month target 4.3-month target	To increase the positive responses on the Parent Opinion Survey factors: - Stimulating learning environment from 77%(2023) to 80%(2024) - Student motivation and support from 74%(2023) to 80%(2024) - Student voice and agency from 70% (2023) to 75% (2024)
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 4.a Excellence in teaching and learning	Develop teacher understanding of student voice and agency.	Yes
KIS 4.b Positive climate for learning	Improve student goal setting.	Yes
KIS 4.c Excellence in teaching and learning	Improve the use of feedback.	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.	Upon evaluating the Framework for Improving Student Outcomes (FISO) and related datasets, it has become apparent that there is a need for staff to cultivate a deeper understanding of student voice and agency. Regrettably, due to the challenges posed by COVID recovery years and Department of Education and Training (DET) priorities, this strategic goal has not received the intensity of attention it deserves. In an effort to address this gap, the school has initiated steps to gather feedback from students through the PIVOT online surveys. These surveys have provided valuable insights into various aspects, including the teaching and learning environment, student-teacher relationships, goal setting, voice and agency, and optimal classroom behaviour. While students acknowledge their significant input into school-based decisions through their roles and responsibilities in student leadership, a concerning trend has emerged. Only 50% to 60% of students perceive that they have meaningful choices and voice in their learning tasks and classroom activities. This highlights a critical area for improvement in ensuring that student perspectives are more fully integrated into the learning process. Specifically, the areas of student goal setting and the utilisation of the Scriibi platform for effective student feedback in writing are identified as needing further development. It is crucial to enhance these aspects to empower students to actively engage in and take ownership of their learning journey. As we move forward, it is imperative to realign our focus on this strategic goal, acknowledging its importance in creating a more student-centered and inclusive learning environment. By fostering greater student voice and agency, we aim to enhance the overall educational experience for every student at our school.	

Define actions, outcomes, success indicators and activities

Goal 2	To increase student learning in literacy and numeracy.
12-month target 2.1 target	This data will not be available until 2025.
12-month target 2.2 target	By the end of 2024 decrease the percentage of students for the category 'developing' for: Year 5 Numeracy from 12% to 6% Year 5 Writing from 15% to 8%
12-month target 2.3 target	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 students in: Reading from 29% (2023) to 30% Writing from 21% (2023) to 25% Numeracy from 6% (2023) to 12%
12-month target 2.4 target	By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 3 students in: Reading from 37% (2023) to 38% Writing from 6% (2023) to 12% Numeracy from 30% (2023) to 35%
KIS 2.a Evaluating impact on learning	Improve data literacy skills.
Actions	Build capacity in Numeracy through formative assessment practices and differentiation in order to identify and meet students' individual learning needs.
Outcomes	Students will: - be extended and supported in developing numeracy skills at their point of need - demonstrate increased levels of confidence, perseverance and growth in number and algebra (place value and fractional thinking) - understand the purpose of assessment, identify their strengths and develop goals for improved learning

	PLCs will: - build greater consistency in formative assessment practices and data analysis skills - identify students in need of targeted numeracy support for the TLI/Grin Program - use visible data walls to track and monitor the learning progress of each student within the Inquiry Cycle - use a range of evaluative strategies to assess student understanding and progress Leaders will: - support staff to improve their data literacy skills by prioritising time and providing professional learning opportunities - build teacher knowledge of the Victorian Curriculum - Maths 2.0 and update the 'essential learnings' documentation of the school - support teachers to effectively utilise the SPA analyser platform and a range of formative assessment tools such as the MOI
Success Indicators	Early indicators: - PLC curriculum documentation will show planning for differentiation with extenders and enablers - Semester 1 - Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra - Ongoing analysis of formative data in PLCs - Student survey data on maths perceptions - GRIN/TLI student data - Samples of common assessment tasks Late indicators: - NAPLAN data on increased numeracy results in the 'exceeding' proficiency scale for Year 5. - Inquiry Cycles for each year level - PAT data with growth from 2023 to 2024 - AtoSS data for differentiated practices increased from 2023 results - Data walls - Guttman charts show a collection of formative and summative student data - Staff Opinion Survey results improvements in data analysis

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maths leader to support F-2 Sub-school in using Maths Online Interview as a formative assessment tool. Maths leader to support 3-6 PLCs in PAT-N data for formative purposes and identifying slices for Inquiry Cycles. Use of E4Learning resources	☑ Data leader ☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used

Responsive Implementation for School Improvement project (RISI) with Simon Breakspear & Ryan Dunn. 15 weeks of online leadership development course for numeracy improvement.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00
Implementation of Data Wall - Inquiry Cycles SPA Analyser Professional Learning - Sreams Emma MacNamara	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used
Timetabled - Tutor Learning Initiative in numeracy (analyse and monitor data to create targeted teaching support using PLC Inquiry cycle and GRIN model of intervention)	☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$26,500.00 ☑ Other funding will be used

KIS 2.b Building practice excellence	Improve consistency of the PLC process.
Actions	Develop a whole school observational feedback model
Outcomes	Students will - understand where they are in their learning and their roles within the instructional model - use success criteria and learning intentions to identify what they need to do next to improve Teachers will: - consistently and explicitly implement the Gradual Release of Responsibility model (instructional model- I do, you think, we do, you do) - seek feedback, support and challenge each other to continually improve PLCs will - use the RPS cycle tracker and timelines to collaboratively implement numeracy inquiry cycles each term - engage in reflective practice, evaluate their impact and improve teaching practice - use processes which are consistent and with agreed norms and protocols

	Leaders will: - review PLC implementation practices to identify barriers and enablers for effective PLC implementation - develop in collaboration with PLCs the norms and protocols of Peer Observation and Feedback at RPS - develop non-negotiables of PLC practices for RPS staff
Success Indicators	Early Indicators - Observational notes from PLC meetings - Timelines for inquiry cycles - SIT meeting minutes and discussions - Padlet of staff input - Celebrations of PLC Inquiry Cycles Late Indicators - RPS templates and peer observation booklet - PLC maturity matrix evaluation - FISO Self evaluation - embedding for some aspects of excelling in teaching and learning - Staff Opinion surveys and Buzz Diagnostic

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of RPS Observation & Feedback Model	☑ All staff ☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Non-negotiables of PLC practices at RPS Norms and protocols with new PLC rolling meeting proforma Redevelopment of the Care, Create Connect staff essential agreement	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Goal 3	To improve student wellbeing.			

12-month target 3.1 target	To increase positive responses to the AToSS survey factors: - Emotional awareness and regulation from 64% (2023) to 75% (2024) - Sense of inclusion from 85% (2023) to 88% (2024) - Teacher concern from 71% (2023) to 76% (2024) - Perseverance from 68% (2023) to 75% (2024) - Sense of connectedness from 69% (2023) to 77% (2024)
12-month target 3.2 target	To increase positive responses on the Parent Opinion Survey - Confidence and resiliency skills from 82% (2023) to 85% (2024)
12-month target 3.3 target	To increase positive responses on the Staff Opinion Survey - Teaching & Learning Implementation - support growth and learning of the whole student 100% (2023) to 95% (2024)
KIS 3.a Building practice excellence	Embed SWPBS
Actions	Implement SWPBS features with fidelity and begin integrating Tier 2 academic, behavioural, and social-emotional interventions and supports
Outcomes	Teachers will: - adopt effective PBS strategies to support Tier 2 students - acknowledge and explicitly teach the new expected behaviours in all areas of the school Students will: - feel supported with reduced levels of anxiety and dysregulation through classroom adjustments and interventions - access mental health services to improve coping strategies, social skills, resilience and emotional regulation Student leaders will: - promote student well-being and positive mental health - support the expectations of the outdoor matrix as trained peer mediators The PBS team will: - frequently monitor SWPBS behaviour data using the COMPASS management system and make referrals - select evidence-based practices for student support and intervention

Success Indicators	Early indicators: SWPBS self-assessment survey indicates at least 70% of school-wide features are 'in place.' Tiered Fidelity Inventory score of at least 70% Late indicators: SWPBS team monitors staff practice through walk-through observations and other data collection At least 80% progress on SWPBS Universal Prevention Part A Action Plan

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS Tier 2 Strategies Professional learning - Calm at the Forefront Jade Sacker OT Steps	☑ All staff ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$3,855.20 ☑ Equity funding will be used
Tiered Fidelty Walkthough with Anthony King	☑ SWPBS leader/team	☑ PLP Priority	from: Term 2 to: Term 3	$2,000.00
Tier 2 Disability Inclusion support - MiniLit & Macqlit - Reading support Years 1-6 - Social stencil - lunchtime groups with ES staff - Integration aide support in classrooms	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$95,361.99 ☑ Disability Inclusion Tier 2 Funding will be used
Occupational Therapy services onsite will include: Teacher professional learning Advice for IEP planning OT assessments Sensory profiles and strategies for emotional regulation Social skills workshops with identified students	☑ Allied health ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$9,537.00 ☑ Schools Mental Health Menu items will be used which

	may include DET funded or free items

KIS 3.b Health and wellbeing	Implement evidence-based wellbeing initiatives.
Actions	Strengthen the whole school approach to social and emotional learning
Outcomes	Students will: - report improved levels of emotional awareness and resilience when overcoming learning and social challenges. - activate a range of calming strategies to assist with self-regulation - develop strong and respectful relationships with peers Teachers will: - plan and implement social and emotional learning within all curriculum areas - build greater confidence in teaching the Rights, Resilience and Respectful Relationships program, especially Sexuality and Consent Education Leaders will - develop the RPS model of social and emotional learning documenting all evidence-based wellbeing approaches and intervention programs
Success Indicators	Early indicators: PLC planning documentation will detail the delivery of RRRR, specifically unit 7 &8 Consent and sexuality lesson plans Late indicators: Scope and Sequence of social and emotional learning at RPS - embedding RRRR, PSC, and SWPBS A resource bank of lesson plans and referral documents

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Social Stencil Program delivery for F-2 Tier 2 students and 3-6 Tier 2 students weekly.	☑ Education support ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1	$26,013.76

				to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum structure/timetable to allocate specific time for the teaching of social skills and coping strategies Plan for and document the teaching of SWPBS, RRRR and PSC each week in all classes.	☑ All staff ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
Develop a Scope and Sequence of RPS social and emotional learning - embedding RRRR, especially Consent and Sexuality, SWPBS and Personal and Social capabilities of Victorian Curriculum	☑ Assistant principal ☑ PLT leaders ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used	
Reintroduce the Zones of Regulation	☑ All staff ☑ Allied health	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used	

Goal 4	To improve student voice and agency.
12-month target 4.1 target	To increase positive responses on the Staff Opinion Survey - Use student feedback to improve practice from 82% (2023) to 85% (2024) - Promote student ownership of learning 94%(2023) to 95%(2024)

12-month target 4.2 target	To increase positive responses to AtoSS factors: - Student voice and goal setting from 63% (2023) to 70% (2024) - Self-regulation and goal setting from 64% (2023) to 75% (2024) - Motivation and interest from 68% (2023) to 78% (2024)
12-month target 4.3 target	To increase the positive responses on the Parent Opinion Survey factors: - Stimulating learning environment from 77%(2023) to 80%(2024) - Student motivation and support from 74%(2023) to 80%(2024) - Student voice and agency from 70% (2023) to 75% (2024)
KIS 4.a Building practice excellence	Develop teacher understanding of student voice and agency.
Actions	Build a shared understanding of how to activate student voice, agency and leadership throughout learning.
Outcomes	Students will - provide feedback to teachers to inform the teaching and learning programs and their instruction - feel their views, ideas and opinions are highly valued and that they can contribute to their school and learning community - have an understanding of where their learning is at and use feedback to improve future learning Teachers will: - develop a common and shared understanding of what student voice and agency practice looks like - build knowledge and use of strategies to promote student voice and agency practices - seek increased feedback from students in relation to their learning - use a range of strategies and approaches to encourage problem-solving, group work and innovative student-led learning activities which promote student engagement and learner agency Leaders will: - monitor and seek frequent student feedback through various forums and surveys (student circles, leadership, AtoSS feedback groups) - will provide professional learning and coaching on strategies identified to support student agency - develop a student voice and agency strategy across the school
Success Indicators	Early indicators: Data from student forums, surveys and action plan Samples of student learning goals and feedback sessions

	Student work samples where student agency has been activated e.g. Inquiry Units. Late indicators: Records of targeted professional development, including student goal setting, giving feedback and what student voice and agency looks like as students progress through the school Percentage of positive responses related to Student Voice and Agency in the AtoSS and the Parent Opinion Survey				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Staff professional learning on 'Amplify' and other strategies to improve student voice and learner agency.		☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 4	$4,005.10 ☑ Equity funding will be used
Develop an agreed understanding about what student voice and agency means in the classroom		☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used

KIS 4.b Empowering students and building school pride	Improve student goal setting.
Actions	Develop teacher capability to support students to set goals and monitor their own learning progress.
Outcomes	Students will: - be active participants in their learning through reflection and goal-setting - develop a growth mindset, with increased motivation and interest in their learning - believe that they can achieve a goal through persistence and hard work Teachers will: - be able to discuss student learning progress and goals during conferencing in writing and mathematics - continue to build understanding of the purpose of goal setting and feedback across all areas of the curriculum

	- co-construct success criteria with students to support and form student learning goal-setting Leaders will - establish an agreed understanding about what student voice and agency means in the classroom.
Success Indicators	Early indicators: Student workbooks and Seesaw portfolios show evidence of personalised goals, reflection and teacher feedback Three Way Conferences using reflection tools and goal-setting templates Late indicators: Pivot survey data comparison of cycles and improvements Improved AtoSS data on goal setting and feedback Improved AtoSS data on voice and agency, motivation and interest

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Redevelopment of the conferencing writing toolkit and use of Scribbi for establishing student learning goals.	☑ Literacy leader ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$5,038.00 ☑ Other funding will be used
Build the capacity of the students to set SMART goals and act on teacher feedback.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$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	$7,860.30	$7,860.30	$0.00
Disability Inclusion Tier 2 Funding	$106,288.60	$106,288.60	$0.00
Schools Mental Health Fund and Menu	$35,550.76	$35,550.76	$0.00
Total	$149,699.66	$149,699.66	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
SWPBS Tier 2 Strategies Professional learning - Calm at the Forefront Jade Sacker OT Steps	$3,855.20
Tier 2 Disability Inclusion support - MiniLit & Macqlit - Reading support Years 1-6 - Social stencil - lunchtime groups with ES staff - Integration aide support in classrooms	$95,361.99
Occupational Therapy services onsite will include: Teacher professional learning Advice for IEP planning OT assessments Sensory profiles and strategies for emotional regulation Social skills workshops with identified students	$9,537.00
Social Stencil Program delivery for F-2 Tier 2 students and 3-6 Tier 2 students weekly.	$26,013.76

Staff professional learning on 'Amplify' and other strategies to improve student voice and learner agency.	$4,005.10
Totals	$138,773.05

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
SWPBS Tier 2 Strategies Professional learning - Calm at the Forefront Jade Sacker OT Steps	from: Term 1 to: Term 4	$3,855.20	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Staff professional learning on 'Amplify' and other strategies to improve student voice and learner agency.	from: Term 2 to: Term 4	$4,005.10	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Totals		$7,860.30	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Tier 2 Disability Inclusion support - MiniLit & Macqlit - Reading support Years 1-6 - Social stencil - lunchtime groups with ES staff - Integration aide support in classrooms	from: Term 1 to: Term 4	$95,361.99	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Social Stencil Program delivery for F-2 Tier 2 students and 3-6 Tier 2 students weekly.	from: Term 1 to: Term 4	$10,926.61	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$106,288.60	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Occupational Therapy services onsite will include: Teacher professional learning Advice for IEP planning OT assessments Sensory profiles and strategies for emotional regulation Social skills workshops with identified students	from: Term 1 to: Term 4	$9,537.00	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** ○ Program delivered in school by external service provider
Social Stencil Program delivery for F-2 Tier 2 students and 3-6 Tier 2 students weekly.	from: Term 1 to: Term 4	$26,013.76	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free) **This activity will use Mental Health Menu programs** ○ Employ CRT to release staff member
Totals		$35,550.76	

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
Maths leader to support F-2 Sub-school in using Maths Online Interview as a formative assessment tool. Maths leader to support 3-6 PLCs in PAT-N data for formative purposes and identifying slices for Inquiry Cycles. Use of E4Learning resources	☑ Data leader ☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists	☑ On-site
Responsive Implementation for School Improvement project (RISI) with Simon Breakspear & Ryan Dunn. 15 weeks of online leadership development course for numeracy improvement.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Network professional learning	☑ School improvement partnerships ☑ External consultants Simon Breakspear	☑ On-site
Implementation of Data Wall - Inquiry Cycles SPA Analyser Professional Learning - Sreams Emma MacNamara	☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists ☑ External consultants Sreams Emma McNamara	☑ On-site
Development of RPS Observation & Feedback Model	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ PLC Initiative	☑ On-site

	☑ Learning specialist(s)		☑ Peer observation including feedback and reflection			
Non-negotiables of PLC practices at RPS Norms and protocols with new PLC rolling meeting proforma Redevelopment of the Care, Create Connect staff essential agreement	☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative	☑ On-site
SWPBS Tier 2 Strategies Professional learning - Calm at the Forefront Jade Sacker OT Steps	☑ All staff ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Jade Sacker OT Step4Kids Calm at the Forefront	☑ On-site
Tiered Fidelty Walkthough with Anthony King	☑ SWPBS leader/team	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Timetabled planning day	☑ Internal staff	☑ On-site
Occupational Therapy services onsite will include: Teacher professional learning Advice for IEP planning OT assessments Sensory profiles and strategies for emotional regulation Social skills workshops with identified students	☑ Allied health ☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ External consultants Jade Sacker	☑ On-site

Social Stencil Program delivery for F-2 Tier 2 students and 3-6 Tier 2 students weekly.	☑ Education support ☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Reintroduce the Zones of Regulation	☑ All staff ☑ Allied health	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Jade Sacker	☑ On-site
Staff professional learning on 'Amplify' and other strategies to improve student voice and learner agency.	☑ Leadership team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Academy program/course ☑ Learning specialist ☑ Departmental resources Amplify	☑ On-site
Develop an agreed understanding about what student voice and agency means in the classroom	☑ All staff ☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist	☑ On-site
Redevelopment of the conferencing writing toolkit and use of Scribbi for establishing student learning goals.	☑ Literacy leader ☑ PLT leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Literacy expertise ☑ Internal staff	☑ On-site