

2023 Annual Implementation Plan

for improving student outcomes

Selby Primary School (4685)



Submitted for review by Scott Burton (School Principal) on 30 January, 2023 at 02:18 PM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 31 January, 2023 at 12:30 PM
Endorsed by Michael Dunstan (School Council President) on 05 April, 2023 at 10:22 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	2022 was a year of consolidation. We have been able to stabilise and reintegrate students and staff back into the routines of Selby Primary School. SWPBS was a highlight of 2022 as was our introduction of classroom meetings. We have the foundations in place to move forward with a little more streamlining to happen.
---------------------------------------	--

Considerations for 2023	PLC and DSSI partnership should help drive a number of school improvement areas. We have the basis of excellent staff and we just need to refine practices to see the overall improvement. Both initiatives will further develop leadership and teachers' ability to utilise data to inform practice. * reduced student cohort is a concern, less staff to continue driving initiatives
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning growth outcomes in literacy and numeracy for every student.
Target 2.1	By 2024: <ul style="list-style-type: none"> • Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 60 per cent to 70 per cent, writing from 75 per cent to 83 per cent, numeracy from 63 per cent to 75 per cent • Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 77 per cent to 85 per cent, writing from 19 per cent to 40 per cent and numeracy from 42 per cent to 55 per cent • Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 40 per cent to 50 per cent, writing from 32 per cent to 45 per cent, numeracy from four per cent to 40 per cent.

Target 2.2	<p>By 2024:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above Victorian Curriculum teacher judgement (VCtj) age expected level in reading and viewing from 50 per cent to 60 per cent, writing from 33 per cent to 45 per cent and number and algebra from 38 per cent to 50 per cent.
Target 2.3	<p>By 2024, improve the positive endorsement on the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Monitor effectiveness using data from 55 per cent to 85 per cent • Moderate assessment tasks together from 45 per cent to 85 per cent • Plan differentiated learning activities from 73 per cent to 95 per cent • Believe peer feedback improves practice from 45 per cent to 70 per cent.
Key Improvement Strategy 2.a Instructional and shared leadership	<p>Build middle level leaders' capability to drive sustainable change.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Enhance teacher practice through embedding the school's instructional model.</p>
Key Improvement Strategy 2.c Curriculum planning and assessment	<p>Build staff capability to use data to inform teaching practice to challenge and extend every student.</p>
Goal 3	<p>Empower all students to have voice, leadership and agency to act as partners in their learning.</p>
Target 3.1	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p>

	<ul style="list-style-type: none"> • Student voice and agency from 45 per cent to 75 per cent • Sense of connectedness from 65 per cent to 85 per cent.
Target 3.2	<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Effective teaching from 75 per cent to 85 per cent • Teacher communication from 53 per cent to 85 per cent.
Target 3.3	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 73 per cent to 80 per cent • Promote student ownership of learning from 73 per cent to 83 per cent.
Target 3.4	<p>By 2024, decrease the percentage of Prep to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> • 20 to 29.5 days from 13 per cent to 10 per cent • 30 plus days from five per cent to three per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Embed teacher understanding and capability to ensure all students have voice and agency in their learning.

Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build teacher capability to embed the HITS of setting goals, collaborative learning, questioning, feedback and metacognitive strategies.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen parent understanding of learning expectations and monitoring of student progress.
Goal 4	Embed an inclusive, safe and positive learning environment.
Target 4.1	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Teacher concern from 67 per cent to 80 per cent • Managing bullying from 60 per cent to 80 per cent • Sense of confidence from 65 per cent to 85 per cent • Resilience / perseverance from 61 per cent to 85 per cent.
Target 4.2	By 2024, improve the positive endorsement on the SSS for the following factors: <ul style="list-style-type: none"> • Support growth and learning of whole child from 64 per cent to 90 per cent.
Target 4.3	By 2024, improve the positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> • Managing bullying from 60 per cent to 80 per cent.
Key Improvement Strategy 4.a	Embed teacher capacity to design and implement positive, inclusive learning environments for every student.

Setting expectations and promoting inclusion	
Key Improvement Strategy 4.b Health and wellbeing	Embed teacher capability to implement wellbeing interventions and adjustments to meet all students' needs.
Key Improvement Strategy 4.c Vision, values and culture	Embed the School-wide Positive Behaviour Support (SWPBS) framework.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Embed an agreed numeracy instructional model across the school to drive consistent, high quality and explicit teaching practice</p>
<p>Maximise the learning growth outcomes in literacy and numeracy for every student.</p>	Yes	<p>By 2024:</p> <ul style="list-style-type: none"> • Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 60 per cent to 70 per cent, writing from 75 per cent to 83 per cent, numeracy from 63 per cent to 75 per cent • Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 77 per cent to 85 per cent, writing from 19 per cent to 40 per cent and numeracy from 42 per cent to 55 per cent • Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 40 per cent to 50 per cent, writing from 32 per cent to 45 per cent, numeracy from four per cent to 40 per cent. 	<p>Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 60% to 65%, writing from 75% to 78%, and numeracy from 63% to 67% Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 77% to 80%, writing from 19% to 27%, and numeracy from 42% to 50%</p>
		<p>By 2024:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above Victorian Curriculum teacher judgement (VCtj) age expected level in reading and viewing from 50 per cent to 60 per cent, writing from 	<p>Increase the percentage of students achieving above Victorian Curriculum teacher judgement (VCtj) age expected level in reading and viewing from 50% to 55%, writing from 33% to</p>

		33 per cent to 45 per cent and number and algebra from 38 per cent to 50 per cent.	38%, and number and algebra from 38% to 43%
		<p>By 2024, improve the positive endorsement on the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Monitor effectiveness using data from 55 per cent to 85 per cent • Moderate assessment tasks together from 45 per cent to 85 per cent • Plan differentiated learning activities from 73 per cent to 95 per cent • Believe peer feedback improves practice from 45 per cent to 70 per cent. 	<p>Improve by the following SSS factors: Monitor effectiveness using data from 55% to 70% Moderate assessment tasks together from 45% to 75% Plan differentiated learning activities from 73% to 85% Believe peer feedback improves practice from 45% to 60%</p>
Empower all students to have voice, leadership and agency to act as partners in their learning.	No	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 45 per cent to 75 per cent • Sense of connectedness from 65 per cent to 85 per cent. 	
		<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Effective teaching from 75 per cent to 85 per cent • Teacher communication from 53 per cent to 85 per cent. 	
		<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 73 per cent to 80 per cent • Promote student ownership of learning from 73 per cent to 83 per cent. 	
		<p>By 2024, decrease the percentage of Prep to Year 6 students who are absent for:</p>	

		<ul style="list-style-type: none"> • 20 to 29.5 days from 13 per cent to 10 per cent • 30 plus days from five per cent to three per cent. 	
Embed an inclusive, safe and positive learning environment.	No	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Teacher concern from 67 per cent to 80 per cent • Managing bullying from 60 per cent to 80 per cent • Sense of confidence from 65 per cent to 85 per cent • Resilience / perseverance from 61 per cent to 85 per cent. 	
		By 2024, improve the positive endorsement on the SSS for the following factors: <ul style="list-style-type: none"> • Support growth and learning of whole child from 64 per cent to 90 per cent. 	
		By 2024, improve the positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> • Managing bullying from 60 per cent to 80 per cent. 	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	Embed an agreed numeracy instructional model across the school to drive consistent, high quality and explicit teaching practice	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Maximise the learning growth outcomes in literacy and numeracy for every student.	
12 Month Target 2.1	<p>Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 60% to 65%, writing from 75% to 78%, and numeracy from 63% to 67%</p> <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 77% to 80%, writing from 19% to 27%, and numeracy from 42% to 50%</p>	
12 Month Target 2.2	Increase the percentage of students achieving above Victorian Curriculum teacher judgement (VCtj) age expected level in reading and viewing from 50% to 55%, writing from 33% to 38%, and number and algebra from 38% to 43%	
12 Month Target 2.3	<p>Improve by the following SSS factors:</p> <p>Monitor effectiveness using data from 55% to 70%</p> <p>Moderate assessment tasks together from 45% to 75%</p> <p>Plan differentiated learning activities from 73% to 85%</p> <p>Believe peer feedback improves practice from 45% to 60%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Build middle level leaders' capability to drive sustainable change.	No

Instructional and shared leadership		
KIS 2.b Building practice excellence	Enhance teacher practice through embedding the school's instructional model.	No
KIS 2.c Curriculum planning and assessment	Build staff capability to use data to inform teaching practice to challenge and extend every student.	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.	In 2022 the SIT undertook PLC training with the aim to implement PLCs in 2023. Alongside this, we will be working with the DSSI partners to improve numeracy teaching across the school. With both of these initiatives, good data literacy of the staff is essential for a successful implementation	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Embed an agreed numeracy instructional model across the school to drive consistent, high quality and explicit teaching practice
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply an evidence-based Numeracy instructional model with the support of the teaching partners
Outcomes	<p>Students articulate the typical Numeracy lesson structure</p> <p>Teaching Partners support leaders to develop the numeracy instructional model</p> <p>Teaching Partners coach and mentor teachers to develop the Numeracy instructional model</p> <p>Teachers consistently and explicitly implement the school's numeracy instructional model</p> <p>Teachers conduct regular conferences with students, set learning goals, model strategies and provide feedback to students</p> <p>Leaders refer to evidence and research to support their decisions</p> <p>Leaders collaborate with teaching partners to develop the numeracy instructional model</p> <p>Leaders support all staff to apply the numeracy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities</p>
Success Indicators	<p>Early Indicators</p> <p>Evidence of professional readings on numeracy</p> <p>Consultation notes showing how staff have informed the design of the numeracy instructional model</p> <p>Observations and notes from learning walks reflect mentoring conversations</p> <p>Late Indicators</p> <p>Peer observations reflect staff implementing the instructional model</p> <p>Planners reflect the instructional model</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Investigate evidence-based numeracy instructional practices	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$19,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design an evidence-based numeracy instructional model (incorporating HITS) with the Teaching Partners	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design professional learning on the numeracy instructional model and HITS with the Teaching Partners	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Present the evidence based numeracy instructional model professional learning to staff with the Teaching Partners	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide staff with professional reading support understanding of the numeracy instructional model, and schedule time for staff to engage with these resources	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule time in the professional learning calendar for teachers to update curriculum documentation to reflect instructional model	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine process for coaching and peer observations in light of the focus on the numeracy instructional model and HITS	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule regular opportunities for staff to engage with the DSSI Partners	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Visit schools within network to observe enrichment / high ability programs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Students and families will be connected to allied health and mental health services Teachers will incorporate trauma informed practices in classes and in planning units of work			

	<p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</p> <p>Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p>			
Outcomes	<p>Students will have strong relationships with peers/staff</p> <p>Students will feel supported and engaged in and contribute to a strong classroom culture</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</p> <p>Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs</p>			
Success Indicators	<p>Early indicators</p> <p>Classroom and peer observations</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Documentation of referrals/communication processes</p> <p>Late indicators</p> <p>Students, staff and parent perception survey results</p> <p>Attendance data</p> <p>Health and wellbeing dashboards</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue Classroom meeting and Student Voice Team meetings that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Gather data on student wellbeing needs to inform needs of mental health professionals	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Promote wellbeing and mental health information in appropriate forums and communication channels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise the learning growth outcomes in literacy and numeracy for every student.			

12 Month Target 2.1	<p>Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 60% to 65%, writing from 75% to 78%, and numeracy from 63% to 67%</p> <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 77% to 80%, writing from 19% to 27%, and numeracy from 42% to 50%</p>
12 Month Target 2.2	<p>Increase the percentage of students achieving above Victorian Curriculum teacher judgement (VCtj) age expected level in reading and viewing from 50% to 55%, writing from 33% to 38%, and number and algebra from 38% to 43%</p>
12 Month Target 2.3	<p>Improve by the following SSS factors:</p> <ul style="list-style-type: none"> Monitor effectiveness using data from 55% to 70% Moderate assessment tasks together from 45% to 75% Plan differentiated learning activities from 73% to 85% Believe peer feedback improves practice from 45% to 60%
KIS 2.c Curriculum planning and assessment	<p>Build staff capability to use data to inform teaching practice to challenge and extend every student.</p>
Actions	<p>Develop whole staff understanding of the Professional Learning Communities (PLC) initiative</p> <p>Build teacher capacity to implement PLC inquiry cycles using the improvement cycle</p>
Outcomes	<p>Students participate in point of need learning tasks</p> <p>Students apply learning to complete formative assessment tasks</p> <p>Students provide feedback to teachers to inform planning</p> <p>Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles</p> <p>Teachers articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle</p> <p>Leaders consciously protect privileged time for PLC collaboration</p> <p>Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation</p> <p>Leaders provide professional development for staff focussing on data and evidence</p>
Success Indicators	<p>Early Indicators</p> <p>Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth</p>

	<p>Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data</p> <p>Late Indicators Data walls tracking student learning growth Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a PLC middle leadership team	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit previous PLC practices to establish areas of strength and growth	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
PLC middle leadership team review/update the schools PLC systems and practices based on audit results	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas or wellbeing teams	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>PLC middle leadership team identify area/s of focus for first inquiry cycle</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Schedule first PLC inquiry cycle to begin Week 4, Term 1</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refresh peer observations in light of PLC inquiry cycle focus Organise learning walks to observe staff practice in chosen area of PLC focus	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,748.50	\$0.00	\$11,748.50
Disability Inclusion Tier 2 Funding	\$75,825.41	\$19,000.00	\$56,825.41
Schools Mental Health Fund and Menu	\$27,861.25	\$22,000.00	\$5,861.25
Total	\$115,435.16	\$41,000.00	\$74,435.16

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Investigate evidence-based numeracy instructional practices	\$19,000.00
Visit schools within network to observe enrichment / high ability programs	\$1,000.00
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	\$2,000.00
Promote wellbeing and mental health information in appropriate forums and communication channels	\$1,000.00
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	\$1,000.00
Totals	\$24,000.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Investigate evidence-based numeracy instructional practices	from: Term 1 to: Term 2	\$19,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning) • CRT (to attend staff PL)
Visit schools within network to observe enrichment / high ability programs	from: Term 1 to: Term 1		<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL)
Totals		\$19,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Promote wellbeing and mental health information in appropriate forums and communication channels	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Counselling helplines (free) <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Engage Mental Health Staff ad-hoc via telehealth (eduPay or non-teaching staff) Social worker
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$22,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Design professional learning on the numeracy instructional model and HITS with the Teaching Partners	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Present the evidence based numeracy instructional model professional learning to staff with the Teaching Partners	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Visit high performing schools in Numeracy
Provide staff with professional reading support understanding of the numeracy instructional model, and schedule time for staff to engage with these resources	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

focus		to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	RRRR PL	
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RRRR	<input checked="" type="checkbox"/> On-site
Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas or wellbeing teams	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC middle leadership team identify area/s of focus for first inquiry cycle	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site