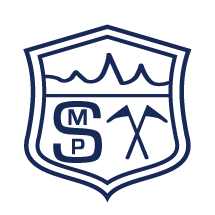
**2024 Annual Implementation Plan**

Submitted for review by Katherine Robinson (School Principal) on 19 December, 2023 at 03:41 PM  
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 December, 2023 at 01:58 PM  
Endorsed by Samantha Kargaran (School Council President) on 20 February, 2024 at 08:56 AM

**for improving student outcomes**

Mount Pleasant Primary School (1436)



**Self-evaluation summary - 2024**

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|  | 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 |

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 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. | Yes | Support for the priorities | NAPLAN 2023Year 3 Reading to increase from 47% in Strong/Exceeding to 60%To decrease students in NAS/Developing from 53% to 40%Writing to increase from 67% in Strong/Exceeding to 70%Numeracy to increase from 73% in Strong/Exceeding to 80%Year 5 Reading to increase from 47% in Strong/Exceeding to 60%To decrease students in NAS/Developing from 53% to 40%Writing to increase from 67% in Strong/Exceeding to 70%To decrease students in NAS/Developing from 33% to 25%Numeracy to increase from 73% in Strong/Exceeding to 75%To decrease NAS/Developing from 27% to 25%Year 3 - NAPLAN pre 2023Reading to increase from 68% at or above (2019) to 75% at or aboveWriting to increase from 85% at or above (2019) to 85% or aboveNumeracy to increase from 57% at or above (2019) to 60% at or aboveYear 5 - NAPLAN pre 2023Reading to increase from 89% at or above (2019) to 90% or aboveWriting to increase from 74% at or above (2019) to 80% or aboveNumeracy to increase from 70% at or above (2019) to 75% at or aboveTeacher Judgement Reading from 71% (2019) to 80% or above (2023 - 71%)Number and algebra 53% (2019) to 75% or above (2023 73%)Writing from 65% (2019) to 75% or above (69%) |
| To maximise learning growth and achievement for all students. | No | By 2024 increase the percentage of students ‘**meeting’ or ‘above’ benchmark** growth in NAPLAN:   * Reading to increase from 68% (2019) to 75% or above * Writing to increase from 41% (2019) to 75% or above * Numeracy to increase from 57% (2019) to 75% or above |  |
| By 2024 increase the percentage of students achieving in the top two bands in (benchmark set as a mean over three years prior to the start of the review period):  Year 5   * Reading to increase from 29% (2019) to 35% or above * Writing to increase from 4% (2019) to 25% or above * Numeracy to increase from 11% (2019) to 25% or above |  |
| By 2024 increase the percentage of students across the school (Prep to Year 6) achieving **at or above** age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets):   * Reading from 71% (2019) to 85% or above * Number and algebra 53% (2019) to 81% or above * Writing from 65% (2019) to 77% or above |  |
| To improve student agency and engagement in learning. | Yes | By 2024 increase the percentage of positive endorsement in the student AToSS:   * Student voice and agency from 60% (2019) to 75% or above * Self-regulation and goal setting from 79% (2019) to 85% or above * Stimulated learning from 67% (2019) to 80% or above | Student voice and agency from 60% (2019) to 75% or above (2023 - 82%)Self-regulation and goal setting from 79% (2019) to 85% or above (2023 - 94%)Stimulated learning from 67% (2019) to 80% or above (2023 - 90%) |
| By 2024 increase the percentage of positive endorsement in the SSS (Principal and teacher class—SIP):   * Academic Emphasis from 50% (2020) to 75% or above * Collective Efficacy from 66% (2020) to 80% or above * Parent participation and involvement from 73% (2020) to 85% or above * Trust in students and parents from 38% (2020) to 75% or above | Academic Emphasis from 50% (2020) to 80% or above (2023 - 73%)Collective Efficacy from 66% (2020) to 85% or above (2023 - 96%)Parent participation and involvement from 73% (2020) to 85% or above (2023 - 85%)Trust in students and parents from 38% (2020) to 75% or above (2023 - 62%) |
| To foster the social and emotional wellbeing of all students. | Yes | By 2024 increase the percentage of positive endorsement in the AToSS:   * Sense of confidence from 68% (2019) to 80% or above * Sense of connectedness from 65% (2019) to 80% or above * Resilience from 69% (2019) to 80% or above | Sense of confidence from 68% (2019) to 80% or above (2023 - 82%)Sense of connectedness from 65% (2019) to 80% or above (2023 - 84%)Resilience from 69% (2019) to 80% or above (2023 - 78%) |
| By 2024 increase the percentage of positive endorsement in the POS:   * School support from 85% (2020) to 90% or above * Student motivation and support from 75% (2020) to 80% or above * Teacher communication from 83% (2020) to 90% or above | School support from 85% (2020) to 90% or above Student motivation and support from 75% (2020) to 80% or above (2023 - 100%)Teacher communication from 83% (2020) to 90% or above (2023 - 88%) |
| By 2024 increase decrease student absence rates:   * Percentage of students with 20 or more absence days from 23% (2019) to 16% or less | Percentage of students with 20 or more absence days from 23% (2019) to 16% or less (2023 - 34%) - this is a pre COVID goal |

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| Goal 1 | **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.** | |
| 12-month target 1.1-month target | NAPLAN 2023 Year 3  Reading to increase from 47% in Strong/Exceeding to 60% To decrease students in NAS/Developing from 53% to 40%  Writing to increase from 67% in Strong/Exceeding to 70%  Numeracy to increase from 73% in Strong/Exceeding to 80%  Year 5  Reading to increase from 47% in Strong/Exceeding to 60% To decrease students in NAS/Developing from 53% to 40%  Writing to increase from 67% in Strong/Exceeding to 70% To decrease students in NAS/Developing from 33% to 25%  Numeracy to increase from 73% in Strong/Exceeding to 75% To decrease NAS/Developing from 27% to 25%  Year 3 - NAPLAN pre 2023 Reading to increase from 68% at or above (2019) to 75% at or above Writing to increase from 85% at or above (2019) to 85% or above Numeracy to increase from 57% at or above (2019) to 60% at or above  Year 5 - NAPLAN pre 2023 Reading to increase from 89% at or above (2019) to 90% or above Writing to increase from 74% at or above (2019) to 80% or above Numeracy to increase from 70% at or above (2019) to 75% at or above  Teacher Judgement  Reading from 71% (2019) to 80% or above (2023 - 71%) Number and algebra 53% (2019) to 75% or above (2023 73%) Writing from 65% (2019) to 75% or above (69%) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | 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** | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024. | |
| Goal 3 | **To improve student agency and engagement in learning.** | |
| 12-month target 3.1-month target | Student voice and agency from 60% (2019) to 75% or above (2023 - 82%) Self-regulation and goal setting from 79% (2019) to 85% or above (2023 - 94%) Stimulated learning from 67% (2019) to 80% or above (2023 - 90%) | |
| 12-month target 3.2-month target | Academic Emphasis from 50% (2020) to 80% or above (2023 - 73%) Collective Efficacy from 66% (2020) to 85% or above (2023 - 96%) Parent participation and involvement from 73% (2020) to 85% or above (2023 - 85%) Trust in students and parents from 38% (2020) to 75% or above (2023 - 62%) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Excellence in teaching and learning | Build teacher capacity to activate learner agency | No |
| **KIS 3.b**  Positive climate for learning | Develop a whole school strategy for students to monitor their own learning goals and progress | No |
| **KIS 3.c**  Community engagement in learning | Enhance opportunities for authentic learning partnerships between students, teachers, parents and the wider community | 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. | Post COVID this is an area the school needs to further develop. This is evident through date including; ATOSS and POS surveys.  The Self Evaluation: Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school. Work in this area started in 2023 and there are continued opportunities for significant growth in this area. | |
| Goal 4 | **To foster the social and emotional wellbeing of all students.** | |
| 12-month target 4.1-month target | Sense of confidence from 68% (2019) to 80% or above (2023 - 82%) Sense of connectedness from 65% (2019) to 80% or above (2023 - 84%) Resilience from 69% (2019) to 80% or above (2023 - 78%) | |
| 12-month target 4.2-month target | School support from 85% (2020) to 90% or above  Student motivation and support from 75% (2020) to 80% or above (2023 - 100%) Teacher communication from 83% (2020) to 90% or above (2023 - 88%) | |
| 12-month target 4.3-month target | Percentage of students with 20 or more absence days from 23% (2019) to 16% or less (2023 - 34%) - this is a pre COVID goal | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Positive climate for learning | Build staff capacity to support complex social, emotional and wellbeing needs | No |
| **KIS 4.b**  Positive climate for learning | Enhance strategies to promote learner confidence and persistence | 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. | While "learner confidence" has improved significantly since 2019 at 68% and increased in 2022 to 87%, it has plateaued down again in 2023 to 82%. In order to keep the positive gains it's important that we continue to enhance strategies that will promote learner confidence and persistence in our learners. Vulnerabilities in our cohort can impact student engagement and self efficacy in learning. Scaffolding learners to grow in this area requires specific attention. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | **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. | | | | |
| 12-month target 1.1 target | NAPLAN 2023 Year 3  Reading to increase from 47% in Strong/Exceeding to 60% To decrease students in NAS/Developing from 53% to 40%  Writing to increase from 67% in Strong/Exceeding to 70%  Numeracy to increase from 73% in Strong/Exceeding to 80%  Year 5  Reading to increase from 47% in Strong/Exceeding to 60% To decrease students in NAS/Developing from 53% to 40%  Writing to increase from 67% in Strong/Exceeding to 70% To decrease students in NAS/Developing from 33% to 25%  Numeracy to increase from 73% in Strong/Exceeding to 75% To decrease NAS/Developing from 27% to 25%  Year 3 - NAPLAN pre 2023 Reading to increase from 68% at or above (2019) to 75% at or above Writing to increase from 85% at or above (2019) to 85% or above Numeracy to increase from 57% at or above (2019) to 60% at or above  Year 5 - NAPLAN pre 2023 Reading to increase from 89% at or above (2019) to 90% or above Writing to increase from 74% at or above (2019) to 80% or above Numeracy to increase from 70% at or above (2019) to 75% at or above  Teacher Judgement  Reading from 71% (2019) to 80% or above (2023 - 71%) Number and algebra 53% (2019) to 75% or above (2023 73%) Writing from 65% (2019) to 75% or above (69%) | | | | |
| KIS 1.a 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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | Increase staff to student ratio for targeted year levels. Targeting specific learning cohorts for effective Tier 1, Tier 2 and Tier 3 interventions - continued focus on MTSS and use of data to target numeracy skills with automaticity.  To continue to develop a consistent whole school approach to Reading/Writing/Numeracy with evidence based instructional models that are embedded F-6 in all areas To have embedded Responsive Teaching Routines that increase levels of student engagement and confidence in learning across all learning areas To participate in evidence based professional learning as a whole staff - Yoshimoto Maths OG Employ the use of manipulatives (base ten) in math lessons to help students with basic operations (addition, subtraction, multiplication and division), problem solving, time/money and beginning fractions. Create and implement maths lessons using multisensory strategies and maths manipulatives. To create a sequential whole school scope and sequence that is coherent and embedded F-6. | | | | |
| **Outcomes** | Outcomes  Leaders will: - undertake Yoshimoto OG training - Maths - develop Peer Observations to support and celebrate teacher learning growth and next steps for professional learning - drive capacity of staff and A and R leader to implement effective numeracy assessments for the 4 operations - partner with other schools to drive improvement efforts and build partnerships with middle leaders - support school visits to inspire, question and continue  - build content knowledge in Numeracy - Privilege time for 3-6 teachers to participate in the development of Ochre Novel Studies  Teachers will: - staff will have a shared understanding of the evidence base of instructional practices, instruction and routines, and the research that supports the model of and evidence based maths lesson - teachers will use maths assessments that support deep understandings of the 4 operations with automaticity - will understand the use and purpose of manipulatives in maths lessons F-6 - enable school visits to support staff in developing consistency in a Structured Approach to Numeracy - support engage in Peer Observations for Literacy and Numeracy that support reflective practices for consistency in teaching and learning - engage with professional learning that the school provides and continue to engage in ongoing development of evidence based teaching and learning - participate and contribute to the PLC process weekly and develop this with fidelity - Year 3-6 will collaborate with partner schools to develop novel studies using Ochre  ES will: - develop a deeper understanding of evidence based instruction, routines and practices - be part of the school wide intervention model that provides integral support in addition to Tier 1, 2 and 3 interventions - MTSS  Students will:  - show increased learning growth in Teacher Judgements in Reading/Writing/Numeracy - students will understand the link/s between numeracy and real life  Families will: - have an understanding of their child's learning goals based on assessment and tasks that will be discussed at parent teacher interviews and celebrated at student led conferences | | | | |
| **Success Indicators** | Whole school goals met for Reading, Writing and Numeracy Planning templates to reflect changes/improvements in practice Use of assessments to assess teaching and learning  A Numeracy Scope and Sequence that support the teaching and learning of the 4 operations An updated Assessment Schedule that reflects new teaching and learning practices Implementing Unit Planning for Class Novels Learning Walks and peer obs occurring as part of embedded practice - 90% of students to leave Year 1 at benchmark DIBELS by the end of 2024 - Improve mean scores Reading, Writing, Numeracy in NAPLAN to be above “like schools” - To improve PAT Reading/Maths data to be at the PAT mean for all years | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Responsive teaching and learning routines - Bron Ryrie Jones CRT days to release teachers for coaching  First Aid Training LETRS Training Yoshimoto Training CASH | | 🗹 Principal  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $34,000.00  🗹 Equity funding will be used |
| Learning Leaders Release Days  1 day per term x 2 = 8 days CRT  Term 1: Maths Scope and Sequence, Instructional Model, Planning Templates  CASH | | 🗹 Administration team  🗹 Principal  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| CRT for MOI release each term  CASH | | 🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| Increase staff to student ratio for targeted year levels. Targeting specific learning cohorts. SRP | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $99,055.28  🗹 Equity funding will be used |
| DIBELS CASH | | 🗹 Assessment & reporting coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Purchase class sets of books for Novel Studies for Years 3-6 | | 🗹 Principal  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Netbook and IPAD provision CASH | | 🗹 Administration team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $9,000.00  🗹 Equity funding will be used |
| Goal 3 | To improve student agency and engagement in learning. | | | | |
| 12-month target 3.1 target | Student voice and agency from 60% (2019) to 75% or above (2023 - 82%) Self-regulation and goal setting from 79% (2019) to 85% or above (2023 - 94%) Stimulated learning from 67% (2019) to 80% or above (2023 - 90%) | | | | |
| 12-month target 3.2 target | Academic Emphasis from 50% (2020) to 80% or above (2023 - 73%) Collective Efficacy from 66% (2020) to 85% or above (2023 - 96%) Parent participation and involvement from 73% (2020) to 85% or above (2023 - 85%) Trust in students and parents from 38% (2020) to 75% or above (2023 - 62%) | | | | |
| KIS 3.c Parents and carers as partners | Enhance opportunities for authentic learning partnerships between students, teachers, parents and the wider community | | | | |
| **Actions** | Outcomes  Leaders will: - continue to work sensitively with all school staff, teachers, families and students to develop positive relationships and act with integrity and confidentiality.  - continue to collaboration skills, stakeholder engagement skills and leadership skills enable me to work effectively and positively with others. This will support and lead the management of quality teaching in a positive culture of challenge, support and collaboration.  - principal visit Challis Community School in WA as part of the VPA 2023 Study Award - Developing Community Links  Teachers will: - continue to develop positive relationships with families through warm engagement, open, transparent and ongoing communication - staff will begin to develop a shared understanding of the evidence base practices that support community engagement through PL with principal after visiting Challis Community College - actively promote and create learning experiences that involve members of the local community such as: Landcare, Observatory, Earth Ed - host termly Open Afternoons that invites parents/caregivers into classrooms to share and celebrate our learners achievements together  - host Specialist afternoons such as Grandparents Day, Chinese Immersion, Arts Intensives, After School Working Bees  ES will: - work alongside teachers to develop positive relationships with families through warm engagement, open, transparent and ongoing communication - engage and participate in whole school community events and excursions/camps  Students will:  - engage in learning experiences that are part of their local community to enhance their sense of belonging  Families will: - contribute and participate in community events that develop a sense of belonging and trusting relationships with the school | | | | |
| **Outcomes** | Strengthened local community involvement with local Landcare and contributions to local park at Peady Reserve and begin an Indigenous Kitchen Garden | | | | |
| **Success Indicators** | - - To continue to support the growth of middle and aspirational leaders through mentoring as part of UP at The Academy - To improve “connectedness to school” in the ATOSS as a key priority for student wellbeing - To improve attendance data by continuing with current processes eg: Attendance Officer, termly letters to families highlighting student attendance, meetings with families with attendance struggles, connections to local agencies - To continue to increase Foundation enrolments through connections to Kinders  TBA | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Connections to local excursions such as Earth Ed, Observatory etc... | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Whole school Arts event - Community Night | | 🗹 All staff | 🞎 PLP Priority | from: Term 4  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Open classrooms - each term Chinese afternoon PA/Choir afternoon Arts afternoon | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |
| Grandparents afternoon tea | | 🗹 All staff | 🞎 PLP Priority | from: Term 4  to: Term 4 | $300.00  🗹 Equity funding will be used |
| ES support - emergency on call 5101 7001 CASH | | 🗹 Administration team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $19,000.00  🗹 Equity funding will be used |
| SeeSaw subscription CASH | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,750.00 |
| ES support for Tier 2 | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $47,641.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Goal 4 | To foster the social and emotional wellbeing of all students. | | | | |
| 12-month target 4.1 target | Sense of confidence from 68% (2019) to 80% or above (2023 - 82%) Sense of connectedness from 65% (2019) to 80% or above (2023 - 84%) Resilience from 69% (2019) to 80% or above (2023 - 78%) | | | | |
| 12-month target 4.2 target | School support from 85% (2020) to 90% or above  Student motivation and support from 75% (2020) to 80% or above (2023 - 100%) Teacher communication from 83% (2020) to 90% or above (2023 - 88%) | | | | |
| 12-month target 4.3 target | Percentage of students with 20 or more absence days from 23% (2019) to 16% or less (2023 - 34%) - this is a pre COVID goal | | | | |
| KIS 4.b Setting expectations and promoting inclusion | Enhance strategies to promote learner confidence and persistence | | | | |
| **Actions** | Maintain role of Disability Inclusion and Wellbeing Leader to grow areas across the school that support learner confidence and persistence. To support teachers to use Responsive Teaching techniques that support learner confidence through active engagement during all lessons. Implement SWPB Classroom Routines. | | | | |
| **Outcomes** | Leaders will: - take steps to provide intensive induction to new staff F-2 and 3-6 - ensure adequate support to DIP co-ordinator and teachers to support the process - provide for opportunities for classroom observations across grades - engage expertise and time to guide evidence based practice for Responsive Teaching Routines - engage leadership in other school to partner with other schools to drive improvement efforts and build partnerships with middle leaders - provide adequate time and support to implement SWPB Classroom Routines - support school visits to inspire, question and continue   Teachers will: - staff will have a shared understanding of the evidence base of instructional practices, instruction and routines, and the research that supports the model of and evidence based of Responsive Teaching Routines - implement the schools approach to Responsive Teaching Routines - participate and support the DIP process  - participate actively in classroom observations across grades - organise student led conferences and open classrooms that inspire and engage students and families - teachers will have a shared understanding and commitment to implementing SWPB Classroom Routines - engage with professional learning that the school provides and continue to engage in ongoing development of evidence based teaching and learning - upload celebrations of individual and class work to SeeSaw regularly to share with families  ES will: - develop a deeper understanding of evidence based instruction including Responsive Teaching Routines - be part of the school wide intervention model that provides integral support in addition to Tier 1, 2 and 3 interventions - MTSS  Students will:  - students will be responsible for their contribution to positively engaging in their learning community  Families will: - have an understanding of their child's learning and community responsibilities  - participate at parent teacher interviews and celebrate at student led conferences | | | | |
| **Success Indicators** | To meet that set targets in ATOSS survey. Decrease school wide "major" and "minor" incidents. Increase/maintain attendance at Parent Teacher Interviews and Student Led Conferences | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Student Led Conferences Parent Teacher Interviews | | 🗹 Assessment & reporting coordinator | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00 |
| Disabilyt Inclusion co-ordinator | | 🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $24,337.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Continue SWPB Classroom Routines with Martine Wakeham  Curriculum Day - Term 2???? | | 🗹 Curriculum co-ordinator (s)  🗹 Student wellbeing co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| School wide letter sent from principal at the beginning of the year highlighting student and parent responsibilities in our learning community | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Arts Intensives | | 🗹 Curriculum co-ordinator (s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,753.25  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Fed Uni Psychologist | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| SRC CASH | | 🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $700.00  🗹 Equity funding will be used |
| Sentral Subscription | | 🗹 Administration team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Equity funding will be used |
| Website for community connections | | 🗹 Administration team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| ES Foundation support for transition | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $27,732.60  🗹 Disability Inclusion Tier 2 Funding will be used |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $164,355.28 | $164,355.28 | $0.00 |
| Disability Inclusion Tier 2 Funding | $99,710.60 | $99,710.60 | $0.00 |
| Schools Mental Health Fund and Menu | $30,753.25 | $30,753.25 | $0.00 |
| **Total** | $294,819.13 | $294,819.13 | $0.00 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Responsive teaching and learning routines - Bron Ryrie Jones CRT days to release teachers for coaching  First Aid Training LETRS Training Yoshimoto Training CASH | $34,000.00 |
| Learning Leaders Release Days  1 day per term x 2 = 8 days CRT  Term 1: Maths Scope and Sequence, Instructional Model, Planning Templates  CASH | $4,000.00 |
| CRT for MOI release each term  CASH | $4,000.00 |
| Increase staff to student ratio for targeted year levels. Targeting specific learning cohorts. SRP | $99,055.28 |
| DIBELS CASH | $2,000.00 |
| Purchase class sets of books for Novel Studies for Years 3-6 | $5,000.00 |
| Netbook and IPAD provision CASH | $9,000.00 |
| Whole school Arts event - Community Night | $1,000.00 |
| Open classrooms - each term Chinese afternoon PA/Choir afternoon Arts afternoon | $500.00 |
| Grandparents afternoon tea | $300.00 |
| ES support - emergency on call 5101 7001 CASH | $19,000.00 |
| ES support for Tier 2 | $47,641.00 |
| Disabilyt Inclusion co-ordinator | $24,337.00 |
| Arts Intensives | $10,753.25 |
| Fed Uni Psychologist | $20,000.00 |
| SRC CASH | $700.00 |
| Sentral Subscription | $2,500.00 |
| Website for community connections | $10,000.00 |
| ES Foundation support for transition | $27,732.60 |
| **Totals** | $321,519.13 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Responsive teaching and learning routines - Bron Ryrie Jones CRT days to release teachers for coaching  First Aid Training LETRS Training Yoshimoto Training CASH | from: Term 1  to: Term 4 | $8,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Learning Leaders Release Days  1 day per term x 2 = 8 days CRT  Term 1: Maths Scope and Sequence, Instructional Model, Planning Templates  CASH | from: Term 1  to: Term 4 | $4,000.00 | 🗹 School-based staffing |
| CRT for MOI release each term  CASH | from: Term 1  to: Term 4 | $4,000.00 | 🗹 CRT |
| Increase staff to student ratio for targeted year levels. Targeting specific learning cohorts. SRP | from: Term 1  to: Term 4 | $99,055.28 | 🗹 School-based staffing |
| DIBELS CASH | from: Term 1  to: Term 4 | $8,300.00 | 🗹 Teaching and learning programs and resources |
| Purchase class sets of books for Novel Studies for Years 3-6 | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Teaching and learning programs and resources |
| Netbook and IPAD provision CASH | from: Term 1  to: Term 4 | $11,000.00 | 🗹 Assets |
| Whole school Arts event - Community Night | from: Term 4  to: Term 4 | $1,000.00 | 🗹 Other  Community events |
| Open classrooms - each term Chinese afternoon PA/Choir afternoon Arts afternoon | from: Term 1  to: Term 4 | $500.00 | 🗹 Other  Community events |
| Grandparents afternoon tea | from: Term 4  to: Term 4 | $300.00 | 🗹 Other  Community event |
| ES support - emergency on call 5101 7001 CASH | from: Term 1  to: Term 4 | $5,000.00 | 🗹 CRT |
| SRC CASH | from: Term 1  to: Term 4 | $700.00 | 🗹 Teaching and learning programs and resources |
| Sentral Subscription | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Teaching and learning programs and resources |
| Website for community connections | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Other  Website for community connections |
| **Totals** |  | $164,355.28 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| ES support for Tier 2 | from: Term 1  to: Term 4 | $47,641.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Disabilyt Inclusion co-ordinator | from: Term 1  to: Term 4 | $24,337.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability inclusion coordinator |
| ES Foundation support for transition | from: Term 1  to: Term 4 | $27,732.60 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education support staff |
| **Totals** |  | $99,710.60 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Arts Intensives | from: Term 1  to: Term 4 | $10,753.25 | 🗹 Employ staff to support Tier 1 activities |
| Fed Uni Psychologist | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students |
| **Totals** |  | $30,753.25 |  |

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 |
| Responsive teaching and learning routines - Bron Ryrie Jones CRT days to release teachers for coaching  First Aid Training LETRS Training Yoshimoto Training CASH | 🗹 Principal  🗹 Teaching and learning coordinator | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Communities of practice | 🗹 School improvement partnerships | 🗹 On-site |
| Learning Leaders Release Days  1 day per term x 2 = 8 days CRT  Term 1: Maths Scope and Sequence, Instructional Model, Planning Templates  CASH | 🗹 Administration team  🗹 Principal  🗹 Teaching and learning coordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| CRT for MOI release each term  CASH | 🗹 Teaching and learning coordinator | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning | 🗹 Timetabled planning day | 🗹 Internal staff | 🗹 On-site |
| Purchase class sets of books for Novel Studies for Years 3-6 | 🗹 Principal  🗹 Teaching and learning coordinator | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Emina McLean | 🗹 On-site |
| Continue SWPB Classroom Routines with Martine Wakeham  Curriculum Day - Term 2???? | 🗹 Curriculum co-ordinator (s)  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Departmental resources  SWPB Coach | 🗹 On-site |