2023 Annual Implementation Plan

for improving student outcomes

Parktone Primary School (4843)

Submitted for review by Genevieve Casonato (School Principal) on 13 December, 2022 at 09:47 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:24 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	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	Emerging
	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	Leadership: Areas needing strengthening included: • Further develop the capabilities of all leaders to lead change including; growth coaching, consistent norms and expectations around learning walks, classroom observations, and developing accountability and consistency through the development of PLC inquiry cycles. • To actively involve students in school improvement including purposeful voice in teaching and learning, engagement, and wellbeing.

	Teaching and Learning:
	Areas needing strengthening included:
	• To develop and embed the practice of HITS and include the development and implementation of norms and protocols for learning walks, peer observations, and student pulse checks.
	• Improve the visibility of differentiation from the planning process to the classroom.
	• Continue to develop and embed the PLC culture for improved student outcomes.
	Assessment:
	Areas needing strengthening included:
	• Student involvement in self-assessment and feedback loops to be consistent across the school, and evidence of staff adjustments in accordance with student conference feedback.
	• The use of multiple assessments to triangulate data for consistent teacher judgment assessment.
	• Source regular student feedback by implementing a student survey tool.
	Engagement:
	Areas needing strengthening included:
	• Build the mindset and stamina for students to return to full time onsite learning.
	• Strengthen student voice and agency throughout the school.
	• Strengthen staff understanding of how to authentically include students in designing rich, open ended tasks to promote inclusive teaching, learning and wellbeing practices.
	• To have consistent practice in the schools' restorative programs.
	Support and Resources:
	Areas needing strengthening included:
	• Continue to work with critical friends to support leaders and staff professional growth in teaching and learning, engagement, and wellbeing.
	• Consistent use of policies and programs to ensure a safe and orderly learning environment
Considerations for 2023	As highlighted we have identified a number of practices in need of strengthening in each dimension. We will be using Agile Schools Tools as an implementation model.
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	To maximise student attainment and learning growth.
Target 2.1	By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands in: • Reading from 43% (2022) to 56% • Writing from 25% (2022) to 38% • Numeracy from 22% (2022) to 45%
Target 2.2	By 2026, increase the percentage of students achieving above benchmark Growth in NAPLAN: • Reading at or above 74% (2021) to 80% • Writing high growth 21% (2021) to 27% • Numeracy high growth 24% (2021) to 27%

Target 2.3	By 2026, increase the percentage of positive endorsement in the School Staff Survey for the following measures: • Academic emphasis 57% (2021) to 80% • Guaranteed and viable curriculum 73% (2021) to 80% • Monitor effectiveness using data 57% (2021) to 80% • Instructional leadership 75% (2021) to 80% • Collaborate to plan curriculum 57% (2021) to 80% • Seek feedback to improve practice 57% (2021) to 80% • Use pedagogical model 57% (2021) to 80%
Target 2.4	By 2026, increase the percentage of positive endorsement on the AtoSS for: • Sense of confidence 66% (2022) to 76% • Stimulating learning 70% (2022) to 80% • Differentiated learning challenge 78% (2022) to 80% • Effective teaching time 73% (2022) to 83%
Key Improvement Strategy 2.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	Develop an effective PLC model
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum	Implement and monitor a guaranteed and viable curriculum that supports collaborative planning and quality teaching.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c 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	Build teacher understanding and implementation of the instructional model which incorporated HITS.
Goal 3	Improve student wellbeing and engagement.
Target 3.1	By 2026, increase the percentage of positive endorsement on the School Staff Survey for the following measures: • Knowledge of high impact teaching strategies 43% (2021) to 80% • Use student feedback to improve practice 43% (2021) to 80% • Believe student engagement is key to learning 71% (2021) to 80%
Target 3.2	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of connectedness 60% (2022) to 70% • Student voice and agency 45% (2022) to 55% • Managing bullying 58% (2022) to 68% • Perseverance 59% (2022) to 69%
Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared	Build a consistent approach to school–wide positive behaviours.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Design learning that is challenging, engaging and promotes metacognitive strategies.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build an inclusive, safe and supportive school environment.

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.
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.	Yes	Support for the 2023 Priorities	
To maximise student attainment and learning growth.	Yes	By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands in: • Reading from 43% (2022) to 56% • Writing from 25% (2022) to 38% • Numeracy from 22% (2022) to 45%	Year 5 Top 2 Bands NAPLANReading 43% - 47%Maths 22% - 25%Writing 25% - 27%
		By 2026, increase the percentage of students achieving above benchmark Growth in NAPLAN: • Reading at or above 74% (2021) to 80% • Writing high growth 21% (2021) to 27% • Numeracy high growth 24% (2021) to 27%	Benchmark Growth NAPLANReading At or Above 74% - 76%Writing High Growth 21% - 23%Numeracy High Growth 24% - 25%
		By 2026, increase the percentage of positive endorsement in the School Staff Survey for the following measures: • Academic emphasis 57% (2021) to 80% • Guaranteed and viable curriculum 73% (2021) to 80% • Monitor effectiveness using data 57% (2021) to 80%	By 2023 increase the percentage of positive endorsement on the SSS Academic Emphasis 57% - 67%GVC 73% - 75%Monitor effectiveness using data 57% - 67%Instructional Leadership 75% -

		• Instructional leadership 75% (2021) to 80% • Collaborate to plan curriculum 57% (2021) to 80% • Seek feedback to improve practice 57% (2021) to 80% • Use pedagogical model 57% (2021) to 80%	76%Collaborate to plan curriculum 57% - 67%Seek feedback to improve practice 57% - 67%Use pedagogical model 57% - 67%
		By 2026, increase the percentage of positive endorsement on the AtoSS for: • Sense of confidence 66% (2022) to 76% • Stimulating learning 70% (2022) to 80% • Differentiated learning challenge 78% (2022) to 80% • Effective teaching time 73% (2022) to 83%	Increase the percentage of positive endorsement on the AToSSSense of Confidence - 66% - 69%Stimulating learning 70% -73%Differentiated learning challenges 78% - 79%Effective teaching time 73% - 76%
Improve student wellbeing and engagement.	Yes	By 2026, increase the percentage of positive endorsement on the School Staff Survey for the following measures: • Knowledge of high impact teaching strategies 43% (2021) to 80% • Use student feedback to improve practice 43% (2021) to 80% • Believe student engagement is key to learning 71% (2021) to 80%	SSS (August)Knowledge of HITs - 43% - 53%Use student feedback to improve practice - 43% - 53%Believe student engagement is key to learning - 71% - 74%
		By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of connectedness 60% (2022) to 70% • Student voice and agency 45% (2022) to 55% • Managing bullying 58% (2022) to 68% • Perseverance 59% (2022) to 69%	WELLBEING12 month target:AToSS (June)Sense of connectedness - 60% - 63%Student voice and agency - 45% - 48%Managing bullying - 58% - 61%Perseverance - 59% - 62%

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-month target		
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	**To maximise student attainment and learning growth.**	

12-month target 2.1-month target	Year 5 Top 2 Bands NAPLAN Reading 43% - 47% Maths 22% - 25% Writing 25% - 27%	
12-month target 2.2-month target	Benchmark Growth NAPLAN Reading At or Above 74% - 76% Writing High Growth 21% - 23% Numeracy High Growth 24% - 25%	
12-month target 2.3-month target	By 2023 increase the percentage of positive endorsement on the SSS Academic Emphasis 57% - 67% GVC 73% - 75% Monitor effectiveness using data 57% - 67% Instructional Leadership 75% - 76% Collaborate to plan curriculum 57% - 67% Seek feedback to improve practice 57% - 67% Use pedagogical model 57% - 67%	
12-month target 2.4-month target	Increase the percentage of positive endorsement on the AToSS Sense of Confidence - 66% - 69% Stimulating learning 70% -73% Differentiated learning challenges 78% - 79% Effective teaching time 73% - 76%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.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	Develop an effective PLC model	Yes
KIS 2.b	Implement and monitor a guaranteed and viable curriculum that supports collaborative planning and quality teaching.	Yes

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
KIS 2.c 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	Build teacher understanding and implementation of the instructional model which incorporated HITS.	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.	SCHOOL REVIEW FINDINGS The Panel found that the school had developed common templates for planning and teachers planned in their PLC year level groups. The school had an assessment schedule and staff had access to an online student tracking system to upload and access data. The Panel found evidence that data was collected regularly and discussed by all teachers routinely, including some moderation occurring across the school for reporting purposes. Teachers commented that they shared data about all students rather than just their own class it is now 'our students, our classes rather than my students my class.' Leadership informed the Panel that previously the school had prescriptive literacy and numeracy programs, with students working through competency levels. However, it was felt that this was not building staff knowledge of the Victorian Curriculum or fully engaging students and staff in teaching and learning best practice. PLC leaders lead the work of their PLC and commented that they were supported by the leadership team which included weekly meetings with the principal. Most teachers informed the Panel that they enjoyed working in PLC planning teams, there were norms and protocols for the meetings with an agenda and staff came prepared. The structure had allowed for staff to build trust and confidence to share data, ask questions and plan together and were supported by PLC leaders and members of the SIT. Most teachers acknowledged that their data literacy was improving and they used it regularly to plan three student groupings (below, at and above) for Reading and Numeracy. Staff knowledge of curriculum content was developing through the shared planning structure. However, the level of analysis of teacher judgement data indicated there was some variability in teaching to stretch and challenge all students and improve their learning growth. The Panel found that it was early days for PLC inquiry cycles and observed one of the first inquiry PLC meetings, where staff were involved in upskilling their understanding of reading fluency and fluency strategies. Staff informed the Panel that through working with the Learning Specialist and within the PLC that they were changing how they viewed reading from grouping students by reading levels to reading strategies. Most staff informed the Panel that they were excited by the PLC process and further development of their skills. The understanding of and use of high impact teaching strategies (HITS) was evolving and staff had not unpacked its full	

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<td>potential to engage students and reflect and measure teacher effectiveness on student learning. To further strengthen the PLC, process the Panel were of the opinion that PLCs required further support from the SIT to develop robust processes and procedures to monitor, evaluate and then discuss the impact of teaching and planning on student learning where data was consistently used to evaluate student growth.

The Panel were informed that reading had been a focus, a reading instructional model based on explicit teaching was introduced and the Literacy Learning Specialist worked with staff to develop and improve their teaching practice. The instructional model was also currently used for numeracy lessons.

The Panel found that, in some classes, learning intentions were visible and in some cases, they were of high quality, whilst in other classes they were about the task rather than learning and were of a low cognitive load. In focus groups, students commented that they liked having the learning intentions, but that the use of them was inconsistent and were referred to at the beginning of the lesson but not regularly referred to again.

During classroom visits the Panel observed variability in the instructional model and teacher practice, in some cases teacher talk took up to a third of the instruction time lessoning student time on task and no time for reflection, in addition the lesson did not match the required timetabled allowance. Some classes were observed where students were engaged in reflection time and making connections between what they had learnt and how this would be used in future lessons. The Panel heard that success criteria were co–constructed with students, however during classroom visits the Panel did not observe this and wondered with the variability of teaching practice if this was consistently happening in classes.

The Panel was of the opinion that the instructional model was effective only if its use was a non–negotiable, and if it was used effectively in every classroom. To further strengthen and monitor consistency leaders could lead the instructional practices such as learning walks, peer observations and moderation practices. There was also an opportunity to upskill middle leaders in leading change.

In relation to student agency, the Panel noted that, in the classroom, student agency was not practised consistently. Some students commented, in focus groups, that they had learning goals for themselves, and that they had reading conferencing sessions with their teacher. Most students commented that their work was at the right level or too easy but rarely too difficult, there was some choice as to what level of work they could do 'mild, hot or spicy' and students acknowledged that the teacher would guide students to the appropriate work. The Panel heard that there was variability in teachers seeking student feedback and limited use of involving students in the strategies to develop student agency.

The Panel concluded that school leadership could develop a plan which had a precise focus on best teaching and learning practices and use PLCs to assist in the improvement of data skills amongst staff members to consistently stretch and challenge students to access the highest levels of achievement.</td>
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<td>Goal 3</td>
<td>Improve student wellbeing and engagement.</td>
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<td>12-month target 3.1-month target</td>
<td>SSS (August)
Knowledge of HITs - 43% - 53%</td>
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	Use student feedback to improve practice - 43% - 53% Believe student engagement is key to learning - 71% - 74%	
12-month target 3.2-month target	WELLBEING 12 month target: AToSS (June) Sense of connectedness - 60% - 63% Student voice and agency - 45% - 48% Managing bullying - 58% - 61% Perseverance - 59% - 62%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.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	Build a consistent approach to school–wide positive behaviours.	Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Design learning that is challenging, engaging and promotes metacognitive strategies.	No
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build an inclusive, safe and supportive school environment.	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.	Through the review process which included analysis of the PRSE, survey data and fieldwork focus group discussions the Panel found that the percentage of positive endorsement on both the AtoSS and SSS had declined. The Panel found that the school was in the process of implementing a new student positive behaviours program and established that student outcomes could be enhanced through the creation of a consistent, well-communicated and explicit approach towards tiered behaviour support. The Panel agreed that student engagement could be enhanced through staff understanding of and consistent use of HITS.

Define actions, outcomes, success indicators 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 target	
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	Tutor Learning Initiative will continue - students will be identified using school-wide data. We will continue to expand this program through the following: Early Bird Phonics, Early Bird Maths Dr Ange Rogers has been engaged to coach the Mathematics Learning Specialist and another member of the Maths working party on a monthly basis. She will primarily work with these two staff members to guide and support their work. In addition, she will be engaged to run professional learning with the whole staff on Growth Mindset and Place Value.
Outcomes	Students in need of targetted academic support or intervention will be identified and supported through the Tutor Program and Disability and Inclusion program Teachers will be able to identify Big Maths Ideas so that they can teach students the fundamentals of place value Teachers will be allocated to the tutor program to support students in literacy and numeracy Teachers will use conferencing to ensure students know what the next steps are in their learning Numeracy leader will build teachers capacity and this will assist in developing a whole school consistent approach Learning Specialists will work with staff to support and extend students at their point of need (Math Challenge, Toe by Toe) Leaders will support teaching staff to build assessment and differentiation practices through clear process and the provision of

	targetted learning (eg: Reading Strategy Groups)
	Assistant Principal and Learning Specialist will conduct twice weekly Early Bird sessions.
Success Indicators	Early indicators:
	Conferences will be used to understand the needs of each student and for the provision of two way feedback, as well as allow for the construction of co-created goals.
	Formative and summative assessment data will show student learning growth, and will be used as learning snapshots to share with students and parents.
	Late Indicators:
	VIC Curriculum judgements will show growth in learning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Dr Ange Rogers providing professional learning to upskill our teachers and leaders	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,500.00
Tutors will be allocated to the tutor program to support students in literacy and numeracy learning	☑ Assistant principal ☑ Literacy support ☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$87,000.00
Review and update IEPs for students and invovle them and their families in goal setting, and progress monitoring	☑ Assistant principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar and at PLC meetings. This will include the creation of Bird's Eye Views in reading.	☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Establish peer observations/learning walks to observe teacher practice with a focus on: *the instructional model *conferences *feedback *metacognitive strategies *questioning	☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Access to Numeracy Teachers Academy membership	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,800.00

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Introduce School-Wide Positive Behaviour Support (SWPBS) Introduce PIVOT to monitor wellbeing Sourced Project Rockit to address the issue of bullying Source Cyber Safety Project to address issues in relation to online safety Continue to implement Respectful relationships, including in Year 5 and 6; Topic 7 - Gender and Identity and Topic 8 - Positive Gender Relationships
Outcomes	Outcomes: Students will have the opportunity to provide purposeful feedback about their experience of school. Students will participate in creating a safe and supportive environment by engaging in SWPBS, Project Rockit, Cyber Safety and Respectful Relationships Teachers will be able to respond to meaningful feedback and improve their practice. Teachers will understand and implement the SWPBS with fidelity. Teachers will model the high expectations of the SWPBS.

	Leaders will monitor the wellbeing of students and staff in order to create a safe and supportive environment Leaders will understand, implement and monitor the SWPBS with fidelity. Leaders will use PIVOT data to monitor, track and support student wellbeing.
Success Indicators	Early: *At least 80% progress on SWPBS Universal Prevention Part A Action Plan *SWPBS self-assessment survey indicates at least 70% of school-wide features *Tiered fidelity inventory score of at least 70% *PIVOT data has identified areas of improvement based on student survey data. Late: *Attitudes to School Survey Data meets targets: *Sense of Connectedness - 63% *Student Voice and Agency - 48% *Managing Bullying 61% *Less incidents recorded on Compass *Higher student attendance

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Assistant Principal to be tagged Disability and Inclusion	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Continue to embed Respectful Relationships - provide professional learning for Module 7 & 8	☑ Assistant principal ☑ Principal ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Work with the SSSO to identify and monitor students identified as 'at risk'	☑ Assistant principal ☑ Principal ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Engage the services of Cyber Safety project	☑ Information Technology leader/team ☑ Principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$4,000.00
Engage the services of Project Rockit to promote an anti-bullying stance	☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$2,714.50
Introduce PIVOT as a student wellbeing and engagement monitoring tool	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,300.00 ☑ Disability Inclusion Tier 2 Funding will be used

Goal 2	To maximise student attainment and learning growth.
12-month target 2.1 target	Year 5 Top 2 Bands NAPLAN Reading 43% - 47% Maths 22% - 25% Writing 25% - 27%
12-month target 2.2 target	Benchmark Growth NAPLAN Reading At or Above 74% - 76%

	Writing High Growth 21% - 23% Numeracy High Growth 24% - 25%
12-month target 2.3 target	By 2023 increase the percentage of positive endorsement on the SSS Academic Emphasis 57% - 67% GVC 73% - 75% Monitor effectiveness using data 57% - 67% Instructional Leadership 75% - 76% Collaborate to plan curriculum 57% - 67% Seek feedback to improve practice 57% - 67% Use pedagogical model 57% - 67%
12-month target 2.4 target	Increase the percentage of positive endorsement on the AToSS Sense of Confidence - 66% - 69% Stimulating learning 70% -73% Differentiated learning challenges 78% - 79% Effective teaching time 73% - 76%
KIS 2.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	Develop an effective PLC model
Actions	Actions KIS 1A: Build capability of PLC leaders Build capability in data literacy, assessment and curriculum planning through professional learning Support classroom teachers to participate in PLC inquiry cycles
Outcomes	Outcomes: Students will Receive targeted instruction through the Inquiry Cycle process

	Teachers will use a data-driven inquiry approach to effectively link professional learning and instructional planning to the learning needs of students. Teachers will actively participate in a FISO inquiry cycle with their PLC team, finding a crumb, using student data and work samples and monitoring impact Leaders will mentor and support classroom teachers to participate in PLC inquiry cycles.
Success Indicators	Success Indicators: Early PLC leaders are established Late PLC leaders will successfully lead four inquiry cycles Teachers will be able to identify areas for further professional development and participate in peer observation, planning and gathering student feedback.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
New PLC Leaders and/or current PLC Leaders attend two after school PLC online sessions: Dec	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Regular check-ins with PLC Leaders to monitor the progress of the inquiry cycles for each PLC team. SIT members mentor PLC leaders and attend PLC meetings weekly for Semester One, fortnightly for Semester Two. Support PLC Leaders in discussing problems of practice and guiding next steps.	☑ PLC leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Teachers to gather individual student data and class data to be analysed in PLC meetings	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
PLC leaders to embed the use of agreed upon agenda for meetings and norms during meetings	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
SIT team have regular check-ins with Verity Sheppard, PLC Practice Instructor	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
PLC leaders to visit other schools for Learning Walks looking at exemplary practice	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and monitor a guaranteed and viable curriculum that supports collaborative planning and quality teaching.
Actions	Source GVC exemplars Allocating time for deep work blocks to create the GVC. The AP will lead a small team of teacher with AP leading to create numeracy, literacy, inquiry GVCs (scope and sequence documents) to ensure best practice.

Outcomes	Students will have an equitable opportunity to learn from a prioritised and quality curriculum.
	Teachers will use consistent research-based learning, teaching and assessment practices that are aligned with mandated curriculum.
	Leaders will create a clearly documented, coherent and sequenced curriculum plan, inspired by the DET's and school vision and pedagogical approach.
Success Indicators	Early: * Planning documents will show that teachers are using the Victorian Curriculum in all aspects of planning Late: *School-wide scope and sequence documents have been devised and are being implemented *Teacher judgement will be more consistent across the school *There will be more consistency of practice ensuring equity for all students. This will lead to improved student outcomes.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Research best practice - visit and network with other schools to source GVC exemplars eg; South Melbourne Primary School, Mentone Primary School	☑ Assistant principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Preparing and presenting scope and sequence documents with teachers	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
KIS 2.c 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	Build teacher understanding and implementation of the instructional model which incorporated HITS.			

Actions	Allocated time for PD around the Instructional Model and the HITS (Questioning, Metacognition and Feedback)
	Learning walks to ensure the Instructional Model is implemented with fidelity.
Outcomes	Students will be supported by an instructional model that allows them to develop metacognitive about their learning
	Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments.
	Teachers motivate and empower students to manage their own learning and develop agency.
	Teachers will ensure that consistent, high-quality instruction being delivered in every classroom through the Instructional Model
	Leaders will revamp the Parktone Instructional Model and upskill the teachers to ensure consistent implementation
Success Indicators	Early: *Professional Learning/Workshops held in regards to Parktone's Instructional Model *Professional Learning/Workshops held in regards to HITS: Strategy 2 - Structuring Lessons, Strategy 7 - Questioning, Strategy 8 - Feedback and Strategy 9 - Metacognition Late: *Through teacher questioning there's evidence that students are using metacognitive strategies eg; explaining their thinking in Maths *Learning Walks will be undertaken that show that the Instructional Model is being implemented more consistently across the school

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Run Professional Learning/Workshops - Parktone's Instructional Model	☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Run Professional Learning/Workshops - HITS	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Learning Walks conducted throughout the year - SIT, PLC leaders, teachers	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Improve student wellbeing and engagement.
12-month target 3.1 target	SSS (August) Knowledge of HITs - 43% - 53% Use student feedback to improve practice - 43% - 53% Believe student engagement is key to learning - 71% - 74%
12-month target 3.2 target	WELLBEING 12 month target: AToSS (June) Sense of connectedness - 60% - 63% Student voice and agency - 45% - 48% Managing bullying - 58% - 61% Perseverance - 59% - 62%
KIS 3.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	Build a consistent approach to school–wide positive behaviours.
Actions	Introduce School-wide Positive Behaviour Support (SWPBS) Establish SWPBS the essential features of Tier 1

	Implement SWPBS features with fidelity
Outcomes	Students will articulate the expected behaviours and major and minor behaviours Students identify expected behaviours in different settings Teachers collaboratively develop social skills lessons to teach expected behaviours Teachers understand and support the SWPBS philosophy Teachers use agreed practices and consistent language to correct behaviour errors Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. Leaders monitor annual referral data using Compass Leaders monitor and analyse behaviour Leaders provide opportunities for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS Parents/Carers/Kin understand the desired school behaviours and the procedures for responding to major and minor behaviours Parents/Carers/Kin will recognise positive behaviours through our schoolwide acknowledgement system
Success Indicators	Success Indicators: Early At least 80% progress on SWPBS Universal Prevention Part A Action Plan SWPBS self-assessment survey indicates at least 70% of school-wide features Tiered fidelity inventory score of at least 70% Late Reductions in exclusionary discipline as measured through: Staff behaviour referrals Student suspensions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Establish an SWPBS team comprising relevant leaders, well-being staff, and other staff	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 1	$3,000.00
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 1	$3,000.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish processes and procedures for recording SWPBS data in the student management system	☑ Administration team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	☑ SWPBS leader/team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review curriculum structure/timetable to allocate specific time for the teaching of social skills	☑ Disability inclusion coordinator ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

	☑ SWPBS leader/team ☑ Wellbeing team			
Plan for and document the teaching of social skills each week in all classes	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Work towards scheduling opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00
Present information sessions to parents/carers/kin utilising Anthony King our SWPBS coach	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Enable learning management system notifications for parents/carers/kin	☑ Administration team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
SWPBS team and school leaders participate in evaluation activities	☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 4 to: Term 4	$1,500.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$19,644.70	$0.00	$19,644.70
Disability Inclusion Tier 2 Funding	$187,676.98	$71,300.00	$116,376.98
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$207,321.68**	**$71,300.00**	**$136,021.68**

Activities and milestones – Total Budget

Activities and milestones	Budget
Assistant Principal to be tagged Disability and Inclusion	$120,000.00
Continue to embed Respectful Relationships - provide professional learning for Module 7 & 8	$20,000.00
Introduce PIVOT as a student wellbeing and engagement monitoring tool	$3,300.00
Totals	**$143,300.00**

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
Assistant Principal to be tagged Disability and Inclusion	from: Term 1 to: Term 4	$65,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Continue to embed Respectful Relationships - provide professional learning for Module 7 & 8	from: Term 1 to: Term 4	$3,000.00	☑ Professional learning for school-based staff •
Introduce PIVOT as a student wellbeing and engagement monitoring tool	from: Term 1 to: Term 4	$3,300.00	☑ Teaching and learning programs and resources •
Totals		**$71,300.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
New PLC Leaders and/or current PLC Leaders attend two after school PLC online sessions: Dec	☑ PLC leaders	from: Term 1 to: Term 1	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Departmental resources PLC Practice Instructor	☑ On-site
Regular check-ins with PLC Leaders to monitor the progress of the inquiry cycles for each PLC team. SIT members mentor PLC leaders and attend PLC meetings weekly for Semester One, fortnightly for Semester Two. Support PLC Leaders in discussing problems of practice and guiding next steps.	☑ PLC leaders ☑ School improvement team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Teachers to gather individual student data and class data to be analysed in PLC meetings	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist	☑ On-site
PLC leaders to embed the use of agreed upon agenda for meetings and norms during meetings	☑ PLC leaders	from: Term 1 to: Term 4	☑ Planning	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

SIT team have regular check-ins with Verity Sheppard, PLC Practice Instructor	☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources PLC Practice Instructor	☑ On-site
PLC leaders to visit other schools for Learning Walks looking at exemplary practice	☑ PLC leaders	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ PLC Initiative ☑ Internal staff	☑ Off-site South Melbourne & Mentone Primary
Research best practice - visit and network with other schools to source GVC exemplars eg; South Melbourne Primary School, Mentone Primary School	☑ Assistant principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Network professional learning ☑ Communities of practice	☑ Primary Mathematics and Science specialists ☑ Leadership partners	☑ Off-site South Melbourne & Mentone Primary
Preparing and presenting scope and sequence documents with teachers	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ External consultants Mardi Gorman ☑ Departmental resources Literacy Toolkit VIC Curric FUSE	☑ On-site
Run Professional Learning/Workshops - Parktone's Instructional Model	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Numeracy leader	☑ On-site

	☑ School improvement team		☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ PLC/PLT meeting		
Run Professional Learning/Workshops - HITS	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning ☑ PLC/PLT meeting	☑ SEIL ☑ Learning specialist ☑ Numeracy leader	☑ On-site
Learning Walks conducted throughout the year - SIT, PLC leaders, teachers	☑ School improvement team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Leadership partners	☑ On-site
Establish an SWPBS team comprising relevant leaders, well-being staff, and other staff	☑ School improvement team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King SWPBs	☑ On-site
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course Organise and schedule whole-school professional learning to develop the	☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site

knowledge and skills to implement SWPBS						
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences	☑ SWPBS leader/team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site
Establish processes and procedures for recording SWPBS data in the student management system	☑ Administration team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Review curriculum structure/timetable to allocate specific time for the teaching of social skills	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Leadership partners	☑ On-site

	☑ School improvement team ☑ SWPBS leader/team ☑ Wellbeing team					
Plan for and document the teaching of social skills each week in all classes	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Work towards scheduling opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ External consultants Anthony King	☑ On-site
Present information sessions to parents/carers/kin utilising Anthony King our SWPBS coach	☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site
Enable learning management system notifications for parents/carers/kin	☑ Administration team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony King	☑ On-site

| SWPBS team and school leaders participate in evaluation activities | ☑ School improvement team ☑ SWPBS leader/team | from: Term 4 to: Term 4 | ☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting | ☑ Leadership partners ☑ Internal staff | ☑ On-site |