**2023 Annual Implementation Plan**

Submitted for review by Warren Lloyd (School Principal) on 21 February, 2023 at 02:37 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 21 February, 2023 at 02:41 PM  
Endorsed by Katie Cramp (School Council President) on 28 April, 2023 at 12:38 PM

**for improving student outcomes**

Eltham East Primary School (4897)



**Self-evaluation Summary - 2023**

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

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Excelling |
| 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** | What we have just reflected on is consistent with our preliminary hunch for the goals for 2023. |
| **Considerations for 2023** | Continue with writing growth focus combined with Numeracy growth, as the data for the second half of the 2022 year has dropped. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| 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 improve learning growth in Literacy and Numeracy. |
| Target 2.1 | By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy and numeracy *and decrease the percentage in the bottom 2 bands at Year 5.*  Reading- Increase students achieving in the top two bands in Year 3 from 89%- 95% and in Year 5 from 58%- 65% and decrease students in the bottom two bands in Year 5 from 6% to 3%.  Writing - Increase students achieving in the top two bands in Year 3 from 81%- 87% and in Year 5 from 35%- 40% and decrease students in the bottom two bands in Year 5 from 9% to 3%.  Numeracy- Increase students achieving in the top two bands in Year 3 from 76%- 80%, Year 5 from 51%-60% and decrease students in the bottom two bands in Year 5 from 6% to 3%***.*** |
| Target 2.2 | By 2023 increase the number of students remaining in the top two bands of NAPLAN between Year 3 and Year 5, for literacy and numeracy**.**  Reading- In 2019 70% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 80%  Writing- In 2019 47% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 65%  Numeracy- In 2019 77% students in top 2 bands Year 3 (2017), remained in top 2 bands year 5. Target- 85% |
| Target 2.3 | By 2023 increase the percentage of Year 5 students assessed as at and above benchmark growth in NAPLAN literacy and numeracy based on two year moving average.  Reading- from 77%(2019) to 83%  Writing from 83% (2019) to 88%  Numeracy from 86% (2019) to 91% |
| Target 2.4 | All Year 1 to 6 students assessed against the Victorian Curriculum Levels F-10 to make at least one level of learning progress in each school year.  Baseline data for at and above- teacher judgement sem 2 2018-sem 2 2019  Reading- 89%  Writing- 85%  Number & Algebra- 90% |
| Key Improvement Strategy 2.a Building practice excellence | Deepen the capacity of all teaching staff to use evidence-based practice, to improve student learning outcomes |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning |
| Goal 3 | To amplify student voice and agency in learning |
| Target 3.1 | By 2023 increase the percentage of positive endorsement for factors of *student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting* on the Years 4-6 Student Attitudes to School Survey as outlined below;  *Student agency and voice* (Domain: Social engagement, Factor: Sense of connectedness)  69% (2019)- 75%  *Stimulated learning*- (Domain: Effective teaching for cognitive engagement, Factor: Stimulated learning) 79% (2019)- 85%  *Sense of confidence*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  81% (2019)- 88%  *Self-regulation and goal setting*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  82% (2019)- 90% |
| Target 3.2 | By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the *Parent Opinion Survey*.  Student agency and voice- 73% (2019) Target-  80%  Confidence and resiliency skills 88% (2019) Target- 93% |
| Target 3.3 | By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component;use student feedback to inform teaching practice; increase from 80% to 90%. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice & leadership |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Empower students to collaborate with adults and peers to direct and take responsibility for their learning and to enhance positive partnerships |

**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. |
| **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 | KIS 1a) By the end of 2023 3% increase in the number of students to make at least one level of learning progress in each school year.Reading- 87% to 90%Writing- 85% to 88%Number & Algebra- 91% to 94%(Baseline data for learning growth- teacher judgement sem 2 2021-sem 2 2022)NAPLAN Data setsBy the end of 2023, the percentage of students in the top two bands in Year 3 will be; reading 85% (from 72% in 2022), writing 80% (from 67% in 2022) and numeracy 75% (from 56% in 2022)By the end of 2022, the percentage of students in the top two bands in Year 5 will be reading 80% (from 63% in 2022), writing 60% (from 53% in 2022) and numeracy 50% (from 39% in 2022)By the end of 2023, the percentage of students in the bottom two bands in Year 5 will be reading 2% (currently 3%), writing 2% (currently 3%) and numeracy 2% (currently 4%)KIS 1b) ATOSBy the end of 2023, the percentage of students who feel a sense of connectedness will be 80% (from 73% in 2022) (ATOS, Social Engagement, Sense of Connectedness) |
| To improve learning growth in Literacy and Numeracy. | No | By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy and numeracy *and decrease the percentage in the bottom 2 bands at Year 5.*  Reading- Increase students achieving in the top two bands in Year 3 from 89%- 95% and in Year 5 from 58%- 65% and decrease students in the bottom two bands in Year 5 from 6% to 3%.  Writing - Increase students achieving in the top two bands in Year 3 from 81%- 87% and in Year 5 from 35%- 40% and decrease students in the bottom two bands in Year 5 from 9% to 3%.  Numeracy- Increase students achieving in the top two bands in Year 3 from 76%- 80%, Year 5 from 51%-60% and decrease students in the bottom two bands in Year 5 from 6% to 3%***.*** |  |
| By 2023 increase the number of students remaining in the top two bands of NAPLAN between Year 3 and Year 5, for literacy and numeracy**.**  Reading- In 2019 70% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 80%  Writing- In 2019 47% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 65%  Numeracy- In 2019 77% students in top 2 bands Year 3 (2017), remained in top 2 bands year 5. Target- 85% |  |
| By 2023 increase the percentage of Year 5 students assessed as at and above benchmark growth in NAPLAN literacy and numeracy based on two year moving average.  Reading- from 77%(2019) to 83%  Writing from 83% (2019) to 88%  Numeracy from 86% (2019) to 91% |  |
| All Year 1 to 6 students assessed against the Victorian Curriculum Levels F-10 to make at least one level of learning progress in each school year.  Baseline data for at and above- teacher judgement sem 2 2018-sem 2 2019  Reading- 89%  Writing- 85%  Number & Algebra- 90% |  |
| To amplify student voice and agency in learning | Yes | By 2023 increase the percentage of positive endorsement for factors of *student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting* on the Years 4-6 Student Attitudes to School Survey as outlined below;  *Student agency and voice* (Domain: Social engagement, Factor: Sense of connectedness)  69% (2019)- 75%  *Stimulated learning*- (Domain: Effective teaching for cognitive engagement, Factor: Stimulated learning) 79% (2019)- 85%  *Sense of confidence*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  81% (2019)- 88%  *Self-regulation and goal setting*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  82% (2019)- 90% | By 2023 increase the percentage of positive endorsement for factors of student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting on the Years 4-6 Student Attitudes to School Survey as outlined below; Student agency and voice 66% (2022) to 75% (2022)Stimulated learning- 74% (2022) to 85% (2023)Sense of confidence- 76% (2022) to 88% (2023)Self-regulation and goal setting- 81% (2022) to 90% (2023) |
| By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the *Parent Opinion Survey*.  Student agency and voice- 73% (2019) Target-  80%  Confidence and resiliency skills 88% (2019) Target- 93% | By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the Parent Opinion Survey.Student agency and voice from xxxx (2022) (81% 2021) to 85% (2023)Confidence and resiliency skills from XXXX (2022) (84% 2021) to 93% (2023) |
| By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component;use student feedback to inform teaching practice; increase from 80% to 90%. | By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component; use student feedback to inform teaching practice; increase from 83% (2022) to 90% (2023) |

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| 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 | KIS 1a)  By the end of 2023 3% increase in the number of students to make at least one level of learning progress in each school year. Reading- 87% to 90% Writing- 85% to 88% Number & Algebra- 91% to 94% (Baseline data for learning growth- teacher judgement sem 2 2021-sem 2 2022)  NAPLAN Data sets By the end of 2023, the percentage of students in the top two bands in Year 3 will be; reading 85% (from 72% in 2022), writing 80% (from 67% in 2022) and numeracy 75% (from 56% in 2022)  By the end of 2022, the percentage of students in the top two bands in Year 5 will be reading 80% (from 63% in 2022), writing 60% (from 53% in 2022) and numeracy 50% (from 39% in 2022)  By the end of 2023, the percentage of students in the bottom two bands in Year 5 will be reading 2% (currently 3%), writing 2% (currently 3%) and numeracy 2% (currently 4%)  KIS 1b) ATOS  By the end of 2023, the percentage of students who feel a sense of connectedness will be 80% (from 73% in 2022) (ATOS, Social Engagement, Sense of Connectedness) | |
| **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 3 | **To amplify student voice and agency in learning** | |
| 12 Month Target 3.1 | By 2023 increase the percentage of positive endorsement for factors of student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting on the Years 4-6 Student Attitudes to School Survey as outlined below;   Student agency and voice 66% (2022) to 75% (2022)  Stimulated learning- 74% (2022) to 85% (2023)  Sense of confidence- 76% (2022) to 88% (2023)  Self-regulation and goal setting- 81% (2022) to 90% (2023) | |
| 12 Month Target 3.2 | By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the Parent Opinion Survey.  Student agency and voice from xxxx (2022) (81% 2021) to 85% (2023)  Confidence and resiliency skills from XXXX (2022) (84% 2021) to 93% (2023) | |
| 12 Month Target 3.3 | By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component; use student feedback to inform teaching practice; increase from 83% (2022) to 90% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Empowering students and building school pride | Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice & leadership | No |
| **KIS 3.b**  Intellectual engagement and self-awareness | Empower students to collaborate with adults and peers to direct and take responsibility for their learning and to enhance positive partnerships | 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. | Building on TRP, MHWC, CORE - students more prepared for Voice and Agency  Work on differentiation and LI and SC linked to learning not "activity" - clear instructional model EEPS AIM Whole school writing inquiry moving toward goal setting and children taking responsibility for their learning SSP - in better position of readiness to achieve this now - unable in early part of SSP to engage due to COVID and statewide goals New Specialist offerings - sustainability and digital technologies - ELOs and SLOs | |

**Define Actions, Outcomes and Activities**

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| 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. | | | | |
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| 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** | To strengthen and enhance curriculum differentiation leading to growth for all. | | | | |
| **Outcomes** | Students will increase their skills and knowledge in all curriculum areas leading to academic growth.  Teachers will apply a range of techniques to differentiate using assessment, metacognitive thinking, higher-order questioning, content, process and product to achieve growth for all students.  Leadership will create organisational structures, roles and responsibilities to support professional learning and to track academic growth. | | | | |
| **Success Indicators** | Early Indicators Coaching diaries and coaching observations will reflect an increased focus on tracking growth 'Connect & Reflect' will demonstrate the impact of differentiated teaching practices and student growth  PLC documentation and reflection is informed by evidence of point of need teaching Weekly team planning documents will include differentiated teaching and learning practice for student growth  Late Indicators Data collected in peer observations shows differentiation occurring in all classrooms leading to growth AtoSS - Stimulated Learning, Motivation & Interest, Student Voice & Agency will show an increase in key factors Teacher judgement data will show an increase in the percentage of students achieving at least 12 months growth in 12 months. NAPLAN measures will reflect an increase in the number of students in the top 2 bands | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Focus on writing growth- PLC focus, assessment, moderation and curriculum knowledge, Focus of PLC teams LS to work with teams with writing continuum More regular data tracking | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Numeracy focus- Numeracy Teams, reinvigorated role of LS Numeracy, Development of the EEPS pedagogical model in numeracy | | 🗹 All Staff  🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Additional TLI support- both with Tutor and additional teacher support- including training in Tier 3 literacy intervention | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $19,254.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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** | To strengthen and enhance staff and student resilience and understanding of respect. | | | | |
| **Outcomes** | Students will develop the knowledge and skills to build and maintain healthy levels of resilience and to maintain positive relationships with others.  Teachers will build both their own levels of resilience and that of the students through an increased knowledge and awareness of resilience strategies  Leadership will model high levels of resilience and respect for all community members. | | | | |
| **Success Indicators** | Early Indicators Data collected from 3 Way Conferences in the beginning of Term 1, teacher handover and Insight Conversations with students noting their ability to articulate the components of the work around respect and resilience Wellbeing surveys will show a sense of connectedness and resilience- baseline data Resilience Youth Survey (through the Resilience Project) will show a snapshot of whole school resilience and wellbeing Team planning documents will show the second year of implementation of the Resilience Project and the EEPS CORE, and the MoRe project  Late Indicator AtoSS- Sense of connectedness, sense of inclusion, teacher concern and student voice and agency- markers motivation and interest- show an increase Increase in the positive rate of student 'Social Engagement' in the Student Attitude to School Survey Wellbeing surveys will show an increased sense of connectedness and inclusion- increase from baseline data | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Further embed the Resilience Project- Professional Learning for all staff (including additional for new 2023 staff) Assembly presentations Workshops with Student Leaders | | 🗹 All Staff  🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $23,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Lead in Respectful Relationships- MoRe, Lead School, Values matrix | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Respectful Relationships Implementation Team  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage an Occupational Therapist to work with small groups of Tier 2 students | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $22,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Additional funding for MHWBC from MHF | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage a support teacher / Youth Worker for Tier 3 students | | 🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $22,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 3 | To amplify student voice and agency in learning | | | | |
| 12 Month Target 3.1 | By 2023 increase the percentage of positive endorsement for factors of student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting on the Years 4-6 Student Attitudes to School Survey as outlined below;   Student agency and voice 66% (2022) to 75% (2022)  Stimulated learning- 74% (2022) to 85% (2023)  Sense of confidence- 76% (2022) to 88% (2023)  Self-regulation and goal setting- 81% (2022) to 90% (2023) | | | | |
| 12 Month Target 3.2 | By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the Parent Opinion Survey.  Student agency and voice from xxxx (2022) (81% 2021) to 85% (2023)  Confidence and resiliency skills from XXXX (2022) (84% 2021) to 93% (2023) | | | | |
| 12 Month Target 3.3 | By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component; use student feedback to inform teaching practice; increase from 83% (2022) to 90% (2023) | | | | |
| KIS 3.b Intellectual engagement and self-awareness | Empower students to collaborate with adults and peers to direct and take responsibility for their learning and to enhance positive partnerships | | | | |
| **Actions** | To develop approaches to strengthen and enhance active student agency in writing and numeracy | | | | |
| **Outcomes** | Students will be able to set personalised and active learning goals.  Teachers will increase their knowledge of tools and strategies for active student agency in writing and numeracy  Leadership will develop their knowledge of current DET initiatives and evidence-based practice around student agency in writing and numeracy. | | | | |
| **Success Indicators** | Early Indicators Visible learning goals are co-created with the students and displayed for students to refer to differentiated teaching practices and student growth  PLC documentation and reflection has goal setting and student agency as evident Weekly team planning documents will include differentiated teaching and learning practice including clear links to goal setting Conversations with students noting their ability to articulate their learning goals  Late Indicators Data collected in peer observations shows visible goal setting AtoSS - Stimulated Learning, Motivation & Interest, Student Voice & Agency will show an increase in key factors Teacher judgement data will show an increase in the percentage of students achieving at least 12 months growth in 12 months. Increase in the positive rate of student 'Social Engagement' in the Student Attitude to School Survey | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| To develop student goal setting in writing- links to the developed writing continua, creating visible learning walls and through PLC teams | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| To develop student goal setting in numeracy- links to the development of open-ended tasks with student input. Focus of Numeracy Teams. | | 🗹 All Staff  🗹 Leadership Team  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**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 | $19,925.50 | $19,925.00 | $0.50 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $73,125.75 | $73,125.75 | $0.00 |
| **Total** | $93,051.25 | $93,050.75 | $0.50 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Additional TLI support- both with Tutor and additional teacher support- including training in Tier 3 literacy intervention | $19,254.00 |
| Further embed the Resilience Project- Professional Learning for all staff (including additional for new 2023 staff) Assembly presentations Workshops with Student Leaders | $23,000.00 |
| Engage an Occupational Therapist to work with small groups of Tier 2 students | $22,000.00 |
| Additional funding for MHWBC from MHF | $10,000.00 |
| Engage a support teacher / Youth Worker for Tier 3 students | $22,000.00 |
| **Totals** | $96,254.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Additional TLI support- both with Tutor and additional teacher support- including training in Tier 3 literacy intervention | from: Term 1  to: Term 4 | $19,925.00 | 🗹 School-based staffing |
| **Totals** |  | $19,925.00 |  |

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Further embed the Resilience Project- Professional Learning for all staff (including additional for new 2023 staff) Assembly presentations Workshops with Student Leaders | from: Term 1  to: Term 4 | $22,000.00 | 🗹 The Resilience Project  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |
| Engage an Occupational Therapist to work with small groups of Tier 2 students | from: Term 1  to: Term 1 | $21,125.75 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students  **This activity will use Mental Health Menu programs**   * + Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) |
| Additional funding for MHWBC from MHF | from: Term 1  to: Term 4 | $8,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives  **This activity will use Mental Health Menu programs**   * + Employ additional teacher to release staff member (eduPay) |
| Engage a support teacher / Youth Worker for Tier 3 students | from: Term 1  to: Term 4 | $22,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives  **This activity will use Mental Health Menu programs**   * + Employ Mental Health Staff in school (eduPay or non-teaching staff)   Teacher |
| **Totals** |  | $73,125.75 |  |

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 |
| Focus on writing growth- PLC focus, assessment, moderation and curriculum knowledge, Focus of PLC teams LS to work with teams with writing continuum More regular data tracking | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Numeracy focus- Numeracy Teams, reinvigorated role of LS Numeracy, Development of the EEPS pedagogical model in numeracy | 🗹 All Staff  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Lead in Respectful Relationships- MoRe, Lead School, Values matrix | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Respectful Relationships Implementation Team  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day | 🗹 Departmental resources  MoRe project | 🗹 On-site |
| To develop student goal setting in writing- links to the developed writing continua, creating visible learning walls and through PLC teams | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| To develop student goal setting in numeracy- links to the development of open-ended tasks with student input. Focus of Numeracy Teams. | 🗹 All Staff  🗹 Leadership Team  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |