

2022 Annual Implementation Plan

for improving student outcomes

Yarra Glen Primary School (0956)



Submitted for review by Jeffrey De Villa (School Principal) on 27 February, 2022 at 08:56 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 09 March, 2022 at 01:44 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	Appointment of 2022 new principal Jeff de Villa. The 2022 was not completed prior to my arrival.
Considerations for 2022	SSA membership continuation targeting Maths Online and Writing (PLC) Tutor program Learning Walks 6+1 Writing Traits to build consistent practice - 4 Curriculum Days with Misty - Lilydale Network

	Learning Specialist School Wide Positive Behaviour Program - awaiting DET enrolment response
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise student learning growth and outcomes for all students in literacy and numeracy.
Target 2.1	<p>By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average:</p> <ul style="list-style-type: none"> • Reading from 23% (2017-19) to 27% • Writing from 12% (2017-19) to 23% • Numeracy from 16% (2017-19) to 20%
Target 2.2	<p>By 2025 reduce the percentage of students Year 1 to 6 making below expected yearly growth assessed against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and viewing from 35% (semester 2, 2019) to 20% or less

	<ul style="list-style-type: none"> • Writing from 27% (semester 2, 2019) to 20% or less • Number and algebra from 38% (semester 2, 2019) to 20% or less.
Target 2.3	<p>By 2025 increase the percentage of students in the top two NAPLAN bands at Year 5:</p> <ul style="list-style-type: none"> • Writing from 2% (2017-19) to 15% • Numeracy from 16% (2017-19) to 25%.
Target 2.4	<p>By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 3-5:</p> <ul style="list-style-type: none"> • Writing from 0% (2017-19) to 30% or above • Numeracy from 20% (2017-2019) to 60% or above.
Target 2.5	<p>By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 5-7:</p> <ul style="list-style-type: none"> • Numeracy from 65% (2017-2019) to 75% or above.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Deepen teacher knowledge and consistent practice excellence.
Key Improvement Strategy 2.b	Enhance team planning to use data and evidence to inform point of need teaching and learning.

Curriculum planning and assessment	
Key Improvement Strategy 2.c Instructional and shared leadership	Build instructional leadership and feedback processes.
Goal 3	Empower students to be confident, self-regulated learners, actively engaged in their learning.
Target 3.1	<p>Attitudes to School Survey</p> <p>By 2025 improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2019) to 75% • Stimulated learning from 74% (2019) to 85% • Motivation and interest from 72% (2019) to 85% • Differentiated learning challenge from 78% (2019) to 85%.
Target 3.2	<p>School Staff Survey</p> <p>By 2025 improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis (School Climate module) from 56% (2019) to 70% • Focus learning on real-life problems (Teaching and Learning module) from 80% to 85% • Discuss problems of practice (Teaching and Learning module) from 80% to 85%.
Key Improvement Strategy 3.a Empowering students and building school pride	Deepen teacher knowledge and implement a school wide approach to student voice and agency.

Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Design stimulating learning where students are active learners who collaborate and communicate as critical and creative thinkers.
Goal 4	Enhance student connectedness to the school and community.
Target 4.1	Attitudes to School Survey By 2025 improve the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Sense of connectedness from 73% (2019) to 85% • Effective classroom behaviour from 69% (2019) to 80% • Managing bullying from 66% (2019) to 75% • Respect for diversity from 64% (2019) to 75%.
Target 4.2	Parent Opinion Survey By 2025 improve the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Parent participation and involvement from 82% (2019) to 85% • Managing bullying from 71% (2019) to 80%.
Target 4.3	School Staff Survey – school climate module By 2025 improve the percentage of positive responses for the following factors: <ul style="list-style-type: none"> • Parent and community involvement from 74% (2019) to 80%

	<ul style="list-style-type: none"> • Trust in students and parents from 51% (2019) to 70%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement a whole school approach to school wide positive behaviour.
Key Improvement Strategy 4.b Building communities	Strengthen partnerships within the community.
Key Improvement Strategy 4.c Empowering students and building school pride	Enhance student leadership.

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.																																
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>Learning Priority Benchmark Growth</p> <table border="0"> <tr> <td>% of students</td> <td>2021</td> </tr> <tr> <td>2022</td> <td></td> </tr> <tr> <td>meeting or above benchmark growth (NAPLAN)</td> <td></td> </tr> <tr> <td colspan="2">Reading</td> </tr> <tr> <td>23%</td> <td>25%</td> </tr> <tr> <td colspan="2">Writing</td> </tr> <tr> <td>15%</td> <td>9%</td> </tr> <tr> <td colspan="2">Spelling</td> </tr> <tr> <td>17%</td> <td>20%</td> </tr> <tr> <td colspan="2">Numeracy</td> </tr> <tr> <td>30%</td> <td>27%</td> </tr> <tr> <td colspan="2">G & P</td> </tr> <tr> <td>40%</td> <td>34%</td> </tr> <tr> <td colspan="2">Wellbeing Priority Targets</td> </tr> <tr> <td>Attitudes to Student survey</td> <td>2021</td> </tr> <tr> <td>2022</td> <td></td> </tr> </table>	% of students	2021	2022		meeting or above benchmark growth (NAPLAN)		Reading		23%	25%	Writing		15%	9%	Spelling		17%	20%	Numeracy		30%	27%	G & P		40%	34%	Wellbeing Priority Targets		Attitudes to Student survey	2021	2022	
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Maximise student learning growth and outcomes for all students in literacy and numeracy.	No	<p>By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average:</p> <ul style="list-style-type: none"> • Reading from 23% (2017-19) to 27% • Writing from 12% (2017-19) to 23% • Numeracy from 16% (2017-19) to 20% 	
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Enhance student connectedness to the school and community.	Yes	<p>Attitudes to School Survey</p> <p>By 2025 improve the percentage of positive responses for the following factors:</p>	<p>Sense of connectedness from 73% (2019) to 80% (2022)</p> <p>Effective classroom behaviour from 69% (2019) to 75% (2022)</p>

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Goal 1	<p>2022 Priorities Goal
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 2 Priority 2022 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 2022.		
Goal 2	Empower students to be confident, self-regulated learners, actively engaged in their learning.		
12 Month Target 2.1	Student voice and agency from 57% (2019) to 65% (2022) Stimulated learning from 74% (2019) to 85% Motivation and interest from 72% (2019) to 75% (2022) Differentiated learning challenge from 78% (2019) to 80% or above		
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Deepen teacher knowledge and implement a school wide approach to student voice and agency.	Yes
KIS 2 Intellectual engagement and self-awareness	Design stimulating learning where students are active learners who collaborate and communicate as critical and creative thinkers.	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.	KIS 3.a *Historically lower SV&A % in ATOSS *Greater focus on student self-assessment and student understanding of steps to show evidence of achieving their goals were strategies suggested to strengthen agency and self-regulated learning. *Recommended further professional discussions using the Department's Amplify resources to build staff understanding.	
Goal 3	Enhance student connectedness to the school and community.	
12 Month Target 3.1	Sense of connectedness from 73% (2019) to 80% (2022) Effective classroom behaviour from 69% (2019) to 75% (2022) Managing bullying from 66% (2019) to 80% (2022) Respect for diversity from 64% (2019) to 80% (2022)	
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Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Setting expectations and promoting inclusion	Implement a whole school approach to school wide positive behaviour.	No
KIS 2 Building communities	Strengthen partnerships within the community.	No
KIS 3 Empowering students and building school pride	Enhance student leadership.	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.	<p>KIS 4.a *On the waiting list for SWPB program. There needs to a common language and whole-school approach to behaviour management. *At present there is a 'Behaviour Flow Chart' and 'Code of Conduct', 'Think Sheet' to manage issues. *Positive re-enforcement to be an emphasis.</p> <p>KIS 4.c This will reinforce Student Voice and Agency, Student Connectedness and support student wellbeing outcomes (ATOSS).</p>	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.																																																		
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Leadership will:</p> <ul style="list-style-type: none"> *build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in mathematics *embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice *embed staff understanding of and capacity to work as effective Professional Learning Community alongside SSA (Small School Alliance) *develop a professional learning calendar with a clear line of sight to improve numeracy outcomes <p>Staff will:</p> <ul style="list-style-type: none"> *work with SSA and use PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities *staff to embed the use of SPA (Student Performance Analyser) for numeracy to inform targeted planning - summative and diagnostic assessments *have a greater focus on moderation and discussion of triangulated data to gain consistency in teacher judgements. *ensure staff focus on using data and evidence to plan rich tasks that enabled different entry points for learning. *build students' self-awareness and metacognitive skills in relation to IEP development *strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communication individual learning needs e.g. Teacher led conferences (4x per term - wellbeing, reading, writing and mathematics), and IEPs are being identified and supported by parents <p>Students will:</p> <ul style="list-style-type: none"> * have a deeper understanding of IEPs and where they are in their learning *work with ESS and teaching staff to assess learning and map progress against IEP goals *Identify and be able to vocalise their own learning goals. <p>ES will:</p> <ul style="list-style-type: none"> *follow the teaching program identified by the classroom teacher and modify the learning to meet the students learning intention. *support scaffolding of Independent Reading, Writing and new numeracy strategies.

	<ul style="list-style-type: none"> *work with teachers to assess and reset IEP targets *complete Sentral Push Notifications 1xweeely or 1xfornightly summaries (celebrations of work) to share with parents/guardians of funded students.
Outcomes	<p>Leadership will have:</p> <ul style="list-style-type: none"> *supported teaching staff to build assessment and differentiation practices through clear processes and professional learning *embedded PLC structures to support teacher collaboration and reflection of strengthen teacher practice * targeted academic support to students via TLI and Student Excellence Program *PLCs meet fortnightly to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Staff will have:</p> <ul style="list-style-type: none"> *embedded processes and protocols that ensure 'above-level' and 'at-risk' students with specific learning needs receive support *regular feedback and monitor student progress using data walls/SPA <p>Students will:</p> <ul style="list-style-type: none"> *know what their next steps are to progress their learning e.g. IEPs *be supported to learn at their point of need *report higher levels of confidence with numeracy skills <p>ES will:</p> <ul style="list-style-type: none"> *provide support to students to enable students to access the assessment *communicate with teaching staff to ensure learning intentions (teacher planning) and point of learning correlate
Success Indicators	<p>Leadership will:</p> <ul style="list-style-type: none"> *have staff planning shows clear differentiation that is aligned with student formative and diagnostic assessment *ensure IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed (whole-school IEPs to be introduced Term 2 *have improved NAPLAN results e.g. Numeracy benchmark growth *Teacher Judgements aligned with NAPLAN outcomes *Teacher Judgements outcomes will reflect student differentiation *provide opportunities for classroom observations and learning walks demonstrating use of strategies from professional learning <p>Staff will:</p> <ul style="list-style-type: none"> *use data walls/ SPA charts indicating clearly student progress *have clear documentation and data from formative assessments e.g. PAT-M and Essential Assessments *planning documents which are differentiated *have evidence of communication with parents/carers/kin

	<p>*have teacher judgement outcomes reflect student differentiation</p> <p>Students will:</p> <p>*have improved post-test results in Numeracy</p> <p>*show progress against IEPs (to be monitored 2x per term)</p> <p>ES will:</p> <p>*understand what the data is saying about a student's point of learning need</p> <p>*have evidence of worked examples of student progress</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Support and extension of students in Mathematics through the PLC process</p> <p>*renewal of extension maths program</p> <p>*TLI Funding</p> <p>*Extension mathematics teacher</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Leadership Team</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Numeracy Leader</p> <p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Leadership will:</p> <p>*establish a tiered social regulation/ engagement model such as 'Zones of Regulation' and School Wide Positive Behaviour Support (SWPBS) framework - engage with DET/external provider to assist with the implementation of SWPBS (TBC)</p> <p>*build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development e.g. Bec Filliponi Therapeutic Services</p>			

	<p>*establish student focus groups (SRC) to promote student voice and seek feedback on the promotion of wellbeing and student engagement</p> <p>*provide opportunities for students to re-engage through the arts, including music, dance, drama and visual arts (specialist and extracurricular activities e.g. lunchtime clubs</p> <p>Staff will:</p> <p>*engage with external coaching e.g. Bec Filliponi Therapeutic Services to help support students with special needs</p> <p>*build capacity to respond to student wellbeing concerns</p> <p>*use a common language to discuss student behaviour e.g. zones of regulation</p> <p>*build their understanding of the Respectful Relationships program (x2 PL sessions) to promote, model respect and equality.</p> <p>*conduct regular check-ins/conferencing with students in homegroup pastoral care programs e.g. Chaplaincy Program Note: In the process of hiring a new Chaplain, Term 1&2</p> <p>Students will:</p> <p>*have opportunities to participate in a range of wellbeing programs to support mental health e.g. Rock and Water Program and extracurricular activities</p> <p>*be provided with targeted counselling</p> <p>* will be identified and supported via a range of adjustments e.g. IEPs and SSGs</p> <p>*participate in a range extracurricular activities that support student engagement and wellbeing</p> <p>ES will:</p> <p>*run lunch time clubs to support student engagement and wellbeing</p>
<p>Outcomes</p>	<p>Leadership will have:</p> <p>*established a common understanding of the whole school approach to supporting to physical, social, emotional and cultural wellbeing e.g. SWPBS and Respectful Relationships</p> <p>Staff will:</p> <p>*identify at-risk students and receive targeted support in a timely manner</p> <p>*implement a range of interventions in their classroom to support student wellbeing</p> <p>*will have strong relationships with their students</p> <p>Students will:</p> <p>*be connected to school and peers and experience learning success</p> <p>*who are 'at-risk' receive regular communication and support from the school</p>

	<p>ES will:</p> <ul style="list-style-type: none"> *use a common language to discuss student behaviour e.g. zones of regulation *engage in managing Challenging Behaviours PL *consult with the wellbeing coordinator to work on strategies to support and re-engage dysregulated students 			
Success Indicators	<p>Leadership will:</p> <ul style="list-style-type: none"> *have documentation of frameworks, updated policies (e.g. student engagement and wellbeing policies) and programs *have improved students, staff and parent perception survey results *improved attendance data for 'at-risk' or truant students *have improved AToSS results in Respect for Diversity and Experience of Bullying <p>Staff will:</p> <ul style="list-style-type: none"> *engage in student wellbeing conferences 1x per term and support IEPs *have documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns via Sentral *track and monitor student wellbeing on a class and cohort level <p>Students will:</p> <ul style="list-style-type: none"> *have positive student pre and post support surveys *Identify expected standards of behaviour via SWPBS *articulate their sense of self and understand strategies to help support their mental health and wellbeing e.g. zones of regulation <p>ES will:</p> <ul style="list-style-type: none"> *support the documentation of positive and negative communication via Sentral *photos/written responses of engaged students and their learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> *Review Mental Health Menu for ideas to support student wellbeing *Due to the number of funded and 'at-risk' students, Tier 2 funding will be used increase ESS x2 and engage in Psychologist coaching to build the capacity of staff when managing students that are dysregulated. *Chaplaincy program and resources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$130,280.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Empower students to be confident, self-regulated learners, actively engaged in their learning.			
12 Month Target 2.1	Student voice and agency from 57% (2019) to 65% (2022) Stimulated learning from 74% (2019) to 85% Motivation and interest from 72% (2019) to 75% (2022) Differentiated learning challenge from 78% (2019) to 80% or above			
12 Month Target 2.2	Academic emphasis (School Climate module) from 56% (2019) to 60% (2022) Focus learning on real-life problems (Teaching and Learning module) from 80% (2019) to 85% (2022) Discuss problems of practice (Teaching and Learning module) from 80% (2019) to 85% (2022)			
KIS 1 Empowering students and building school pride	Deepen teacher knowledge and implement a school wide approach to student voice and agency.			
Actions	Leadership will: *Develop and document a whole-school understanding of what student voice and agency in learning and how it looks, sounds and feels like at YGPS *identify opportunities to activate student voice and agency in student learning voice e.g. class meetings, student involved in teacher planning Agency e.g. IEPs , goal setting, student conferencing.			

	<p>Staff will:</p> <ul style="list-style-type: none"> *engage in weekly class meetings to support student voice *have an IEP for every child that reflects student wellbeing, english and numeracy goals *support and facilitate weekly SRC meetings e.g. How can we improve our learning at YGPS? <p>Students will:</p> <ul style="list-style-type: none"> *have a deeper understanding of IEPs and how it supports student agency *be will involved in co-creating their IEP goals which will then be communicated to parents <p>ES will:</p> <ul style="list-style-type: none"> *work with teachers/students to assess student IEP targets *ensure students have a voice in their learning
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> *be able to articulate what student agency looks like at YGPS *conduct termly student surveys to track student voice and agency *develop and document of whole school processes e.g. Student Voice and Agency at YGPS <p>Staff will:</p> <ul style="list-style-type: none"> *design challenging learning experiences based on learning goals, student conferences, interests, talents and /or passions; make decisions, communicate ideas and take responsibility for outcomes <p>Students will:</p> <ul style="list-style-type: none"> *set and track progress against IEP goals *be able to identify specific examples of voice and agency and how it supports their learning e.g. circle time, IEPs (agency), student leadership, student feedback, student-led activities etc. <p>ES will:</p> <ul style="list-style-type: none"> *provide evidence of how they supported their funded student's IEP goals (agency) *engage in professional learning opportunities to support student voice e.g. restorative practice.
Success Indicators	<p>Leadership will:</p> <ul style="list-style-type: none"> *improved 2022 AToSS student voice and agency from 57% (2019) to 65% (2022) *conduct SIT meetings, professional learning, agendas/minutes from SRC meetings, notes from classroom observations *evaluate and analyse student surveys to track student voice and agency <p>Staff will:</p>

	<p>*provide PDP notes/reflections on progress in classroom, student conferences, classroom meetings and SRC meetings</p> <p>Students will:</p> <p>*lead SRC meetings and source student feedback/minutes/agenda</p> <p>*be able to reflect on their IEPs or learning goals</p> <p>ES will:</p> <p>*ensure positive communications with parents</p> <p>*have an examples of how they engaged and supported student voice during conflict resolution/restorative practice</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Professional Learning - visiting network/neighbouring schools</p> <p>CRT to release staff</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> School Improvement Team</p> <p><input checked="" type="checkbox"/> School Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Goal 3	Enhance student connectedness to the school and community.			
12 Month Target 3.1	<p>Sense of connectedness from 73% (2019) to 80% (2022)</p> <p>Effective classroom behaviour from 69% (2019) to 75% (2022)</p> <p>Managing bullying from 66% (2019) to 80% (2022)</p> <p>Respect for diversity from 64% (2019) to 80% (2022)</p>			

12 Month Target 3.2	Parent participation and involvement from 82% (2019) to 85% or above (2022) Managing bullying from 71% (2019) to 75% or above (2022)
12 Month Target 3.3	Parent and community involvement from 74% (2019) to 80% (2022) Trust in students and parents from 51% (2019) to 55% (2022)
KIS 1 Empowering students and building school pride	Enhance student leadership.
Actions	<p>Leadership will:</p> <ul style="list-style-type: none"> *develop a Student Leadership Policy and framework that has clear roles and responsibilities of student leaders *provide opportunities for students to develop their leadership skills, have a sense of belonging and connection to YGPS e.g. GRIP Leadership Conference *create a culture where roles are not defined by or limited to labeled positions of responsibility <p>Staff will:</p> <ul style="list-style-type: none"> *engage and provide opportunities in weekly SRC meetings to support student leadership e.g. unpack the needs of the school? *facilitate decision making and provide opportunities for students at YGPS to have input into, provide feedback for, and give voice and opinions to various aspects across the school. <p>Students will:</p> <ul style="list-style-type: none"> *model and embody school PERRI values and are representatives of whole school and YGPS student voice. *develop their capacity as leaders and their sense of responsibility and commitment in making positive contributions to our local, wider and global community *self-assess to show evidence of achieving their goals were strategies suggested to strengthen agency and self-regulated learning.
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> *monitor monthly student leadership meetings and feedback from students occurs routinely *use the student leadership framework to provide feedback about year level experiences, classroom climate and school environment which will be reported school council <p>Staff will:</p> <ul style="list-style-type: none"> *have improved communication and collaboration between teachers and students *make time to work collaboratively with students to foster student leadership and build leadership capacity

	<p>Students will:</p> <ul style="list-style-type: none"> *have a vision and understanding of being a school leader and how their ideas can influence improvement and change *provide feedback about year level experiences, classroom climate and school environment which will be reported school council 			
Success Indicators	<p>Leadership will:</p> <ul style="list-style-type: none"> *Increase in AToSS positive endorsement in areas related to teacher concern, student voice and agency and sense of connectedness *survey and feedback from student leaders <p>Staff will:</p> <ul style="list-style-type: none"> *have documentation of collected feedback from SRC student representatives *facilitate surveys and feedback from student leaders which reflect improved student engagement data <p>Students will:</p> <ul style="list-style-type: none"> *show increased development and use of OneNote to evaluate, set goals, plan and implement *promote and celebrate school values, pride and student leadership across all year levels *student's self-assessment 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>GRIP Leadership Conference</p> <ul style="list-style-type: none"> *Send all Sem1&Sem2 student leaders *The conference concentrates specifically on training student leaders for their role as SCHOOL LEADERS. The style, topics, and content of this conference all focus on what the students can do RIGHT NOW *Take school captains, 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 2</p>	<p>\$500.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$38,832.84	\$19,000.00	\$19,832.84
Disability Inclusion Tier 2 Funding	\$105,959.95	\$90,000.00	\$15,959.95
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$144,792.79	\$109,000.00	\$35,792.79

Activities and Milestones – Total Budget

Activities and Milestones	Budget
*Review Mental Health Menu for ideas to support student wellbeing *Due to the number of funded and 'at-risk' students, Tier 2 funding will be used increase ESS x2 and engage in Psychologist coaching to build the capacity of staff when managing students that are dysregulated. *Chaplaincy program and resources	\$130,280.00
GRIP Leadership Conference *Send all Sem1&Sem2 student leaders *The conference concentrates specifically on training student leaders for their role as SCHOOL LEADERS. The style, topics, and content of this conference all focus on what the students can do RIGHT NOW *Take school captains,	\$500.00
Totals	\$130,780.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>*Review Mental Health Menu for ideas to support student wellbeing</p> <p>*Due to the number of funded and 'at-risk' students, Tier 2 funding will be used increase ESS x2 and engage in Psychologist coaching to build the capacity of staff when managing students that are dysregulated.</p> <p>*Chaplaincy program and resources</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$19,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
<p>GRIP Leadership Conference</p> <p>*Send all Sem1&Sem2 student leaders</p> <p>*The conference concentrates specifically on training student leaders for their role as SCHOOL LEADERS. The style, topics, and content of this conference all focus on what the students can do RIGHT NOW</p> <p>*Take school captains,</p>	<p>from: Term 2</p> <p>to: Term 2</p>	\$0.00	
Totals		\$19,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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*Review Mental Health Menu for ideas to support student wellbeing *Due to the number of funded and 'at-risk' students, Tier 2 funding will be used increase ESS x2 and engage in Psychologist coaching to build the capacity of staff when managing students that are dysregulated. *Chaplaincy program and resources	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$90,000.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Support and extension of students in Mathematics through the PLC process</p> <p>*renewal of extension maths program *TLI Funding *Extension mathematics teacher</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>*Review Mental Health Menu for ideas to support student wellbeing *Due to the number of funded and 'at-risk' students, Tier 2 funding will be used increase ESS x2 and engage in Psychologist coaching to build the capacity of staff when managing students that are dysregulated. *Chaplaincy program and resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site