

# 2023 Annual Implementation Plan

## for improving student outcomes

Yarra Glen Primary School (0956)



Submitted for review by Jeffrey De Villa (School Principal) on 24 February, 2023 at 10:40 AM  
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 01 March, 2023 at 01:11 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

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

<b>Leadership</b>	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	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>NAPLAN data shows differentiation is a priority (data reflects a decrease in Top 2 bands).          We need to maintain a clear focus on high quality teaching and learning.          SWPBS commencement to support and create a calm and orderly environment.          Consistent and transparent practices (i.e. YGPS Teaching and Learning Handbook) consolidating writing focus with Misty Adoniou and improving numeracy outcomes.</p>
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<p><b>Considerations for 2023</b></p>	<p>Wellbeing SWPBS training Term 1 modules and coaching focus.  Clear roles and responsibilities of staff - distributive leadership.  Support students and families in relation to attendance and engagement.  Change to Disability Inclusion will be challenging in terms of time/additional resources required.  TIL concerns.  Literacy areas of investigation for 2023 will be spelling.  Revise approach to teaching and assessment in numeracy.  Continue to promote middle and upper leadership within the school.  Continued commitment to establish a calm and orderly learning environment.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise student learning growth and outcomes for all students in literacy and numeracy.
<b>Target 2.1</b>	By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average: <ul style="list-style-type: none"> <li>• Reading from 23% (2017-19) to 27%</li> <li>• Writing from 12% (2017-19) to 23%</li> <li>• Numeracy from 16% (2017-19) to 20%</li> </ul>
<b>Target 2.2</b>	By 2025 reduce the percentage of students Year 1 to 6 making below expected yearly growth assessed against the Victorian Curriculum: <ul style="list-style-type: none"> <li>• Reading and viewing from 35% (semester 2, 2019) to 20% or less</li> <li>• Writing from 27% (semester 2, 2019) to 20% or less</li> </ul>

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

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Build instructional leadership and feedback processes.
<b>Goal 3</b>	Empower students to be confident, self-regulated learners, actively engaged in their learning.
<b>Target 3.1</b>	<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"> <li>• Student voice and agency from 57% (2019) to 75%</li> <li>• Stimulated learning from 74% (2019) to 85%</li> <li>• Motivation and interest from 72% (2019) to 85%</li> <li>• Differentiated learning challenge from 78% (2019) to 85%.</li> </ul>
<b>Target 3.2</b>	<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"> <li>• Academic emphasis (School Climate module) from 56% (2019) to 70%</li> <li>• Focus learning on real-life problems (Teaching and Learning module) from 80% to 85%</li> <li>• Discuss problems of practice (Teaching and Learning module) from 80% to 85%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Deepen teacher knowledge and implement a school wide approach to student voice and agency.

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



	<ul style="list-style-type: none"> <li>• Trust in students and parents from 51% (2019) to 70%.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Implement a whole school approach to school wide positive behaviour.
<b>Key Improvement Strategy 4.b</b> Building communities	Strengthen partnerships within the community.
<b>Key Improvement Strategy 4.c</b> 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
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1a. Teaching &amp; Learning Stimulated Learning 2022 58% 2023 65% Motivation and Interest 2022 64% 2023 70% Differentiated Learning Challenge 2022 73% 2023 78% School Staff Survey Academic Emphasis 2022 27% 2023 35% Instructional Leadership 2022 55% 2023 60% NAPLAN Increase the percentage of Year 5 students above benchmark growth on NAPLAN Numeracy from 27% (2021) to 30% (2023) Decrease the percentage of Year 5 students below benchmark growth on NAPLAN Numeracy from 21% (2021) to 18% (2023) Increase the percentage of students achieving in the top 2 bands of NAPLAN Increase the percentage of students Year 1 to 6 achieving at or above the expected level assessed against the Victorian Curriculum: Number and Algebra from 79% to 85% 1b. Wellbeing A To S Sense of Connectedness 2022 65% 2023 70% Effective Classroom Behaviour 2022 57% 2023 65% Managing Bullying 2022 54% 2023 60% School Staff Survey Parent and Community Involvement 2022 58% 2023 65% Trust in Students and Parents 2022 25% 2023 30% Collective Efficacy 2022 27% 2023 35% Shield and Buffering 2022 19% 2023 25%</p>

			Parent Opinion Survey Parent Participation and Involvement 2022 69% 2023 73% Managing Bullying 2022 56% 2023 74%
Maximise student learning growth and outcomes for all students in literacy and numeracy.	No	By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average: <ul style="list-style-type: none"> <li>• Reading from 23% (2017-19) to 27%</li> <li>• Writing from 12% (2017-19) to 23%</li> <li>• Numeracy from 16% (2017-19) to 20%</li> </ul>	
		By 2025 reduce the percentage of students Year 1 to 6 making below expected yearly growth assessed against the Victorian Curriculum: <ul style="list-style-type: none"> <li>• Reading and viewing from 35% (semester 2, 2019) to 20% or less</li> <li>• Writing from 27% (semester 2, 2019) to 20% or less</li> <li>• Number and algebra from 38% (semester 2, 2019) to 20% or less.</li> </ul>	
		By 2025 increase the percentage of students in the top two NAPLAN bands at Year 5: <ul style="list-style-type: none"> <li>• Writing from 2% (2017-19) to 15%</li> <li>• Numeracy from 16% (2017-19) to 25%.</li> </ul>	
		By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 3-5: <ul style="list-style-type: none"> <li>• Writing from 0% (2017-19) to 30% or above</li> <li>• Numeracy from 20% (2017-2019) to 60% or above.</li> </ul>	
		By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 5-7: <ul style="list-style-type: none"> <li>• Numeracy from 65% (2017-2019) to 75% or above.</li> </ul>	
	No	Attitudes to School Survey	

Empower students to be confident, self-regulated learners, actively engaged in their learning.		<p>By 2025 improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 57% (2019) to 75%</li> <li>• Stimulated learning from 74% (2019) to 85%</li> <li>• Motivation and interest from 72% (2019) to 85%</li> <li>• Differentiated learning challenge from 78% (2019) to 85%.</li> </ul>	
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Enhance student connectedness to the school and community.	No	<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"> <li>• Sense of connectedness from 73% (2019) to 85%</li> <li>• Effective classroom behaviour from 69% (2019) to 80%</li> <li>• Managing bullying from 66% (2019) to 75%</li> <li>• Respect for diversity from 64% (2019) to 75%.</li> </ul>	
		<p>Parent Opinion Survey</p> <p>By 2025 improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 82% (2019) to 85%</li> <li>• Managing bullying from 71% (2019) to 80%.</li> </ul>	
		School Staff Survey – school climate module	

		<p>By 2025 improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 74% (2019) to 80%</li> <li>• Trust in students and parents from 51% (2019) to 70%.</li> </ul>	
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<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>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.</b></p>
<b>12 Month Target 1.1</b>	<p>1a. Teaching &amp; Learning</p> <p>Stimulated Learning  2022 58% 2023 65%</p> <p>Motivation and Interest  2022 64% 2023 70%</p> <p>Differentiated Learning Challenge  2022 73% 2023 78%</p> <p>School Staff Survey  Academic Emphasis  2022 27% 2023 35%</p> <p>Instructional Leadership  2022 55% 2023 60%</p> <p>NAPLAN  Increase the percentage of Year 5 students above benchmark growth on NAPLAN</p> <p>Numeracy from 27% (2021) to 30% (2023)</p> <p>Decrease the percentage of Year 5 students below benchmark growth on NAPLAN</p>

Numeracy from 21% (2021) to 18% (2023)

Increase the percentage of students achieving in the top 2 bands of NAPLAN

Increase the percentage of students Year 1 to 6 achieving at or above the expected level assessed against the Victorian Curriculum:

Number and Algebra from 79% to 85%

1b. Wellbeing

AToSS

Sense of Connectedness

2022 65% 2023 70%

Effective Classroom Behaviour

2022 57% 2023 65%

Managing Bullying

2022 54% 2023 60%

School Staff Survey

Parent and Community Involvement

2022 58% 2023 65%

Trust in Students and Parents

2022 25% 2023 30%

Collective Efficacy

2022 27% 2023 35%

Shield and Buffering

2022 19% 2023 25%

Parent Opinion Survey

	Parent Participation and Involvement 2022 69% 2023 73%  Managing Bullying 2022 56% 2023 74%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>1a. Teaching &amp; Learning</p> <p>Stimulated Learning            2022 58% 2023 65%</p> <p>Motivation and Interest            2022 64% 2023 70%</p> <p>Differentiated Learning Challenge            2022 73% 2023 78%</p> <p>School Staff Survey            Academic Emphasis            2022 27% 2023 35%</p> <p>Instructional Leadership            2022 55% 2023 60%</p> <p>NAPLAN            Increase the percentage of Year 5 students above benchmark growth on NAPLAN</p> <p>Numeracy from 27% (2021) to 30% (2023)</p> <p>Decrease the percentage of Year 5 students below benchmark growth on NAPLAN</p> <p>Numeracy from 21% (2021) to 18% (2023)</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN</p>



Increase the percentage of students Year 1 to 6 achieving at or above the expected level assessed against the Victorian Curriculum:

Number and Algebra from 79% to 85%

1b. Wellbeing

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2022 65% 2023 70%

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Collective Efficacy

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Shield and Buffering

2022 19% 2023 25%

Parent Opinion Survey

Parent Participation and Involvement

2022 69% 2023 73%

Managing Bullying

2022 56% 2023 74%

<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Continue the development of cycles of inquiry (i.e. school-based and with SSA), driven by the PLC model, to build shared, collective efficacy around systematic, ongoing, collective, data-driven growth in teaching and learning, including numeracy.</li> <li>2. Build teacher capacity in assessment, data use and differentiation to improve point of need instruction.</li> <li>3. Review whole school approach to teaching and learning in numeracy.</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <p>Be able to clearly articulate their learning goals in literacy and numeracy.  Show increased engagement in their learning (e.g. staying in the classroom, growth mindset and keeping positive)  Show increased achievement and a minimum 12months learning growth in literacy and numeracy; including students that are 6 and 12 months behind in relation to Teacher Judgements.</p> <p>Staff will:</p> <p>Use the PLC and SSA inquiry process to support and improve student learning. SSA to be maintained.  Confidently and accurately identify and plan for student learning needs. Common planning time to address and identify and cater to individual learning needs (i.e. refer to team planning document where differentiation is to be addressed).  Utilise HITS to plan lessons and units of work. - 1 or 2 hits to focus each team and to be evident during learning walks.  Accessing supports from Leadership e.g. LS, LT to improve practices in the classroom  In planning, show increased use of SPA (Student Performance Analyser) to record and analyse student learning data.  Statement of Expectations - Year Level Teams - Term 1 identify problem of practice (inquiry cycle), end of Term 2 discuss and present problem of practice and early Term 4 present.</p> <p>School leaders will:</p> <p>Support teachers to build assessment and differentiation practices through targeted professional learning and engagement.  LS and LTs attending team weekly planning e.g. Principal, LS and LT. Creation of Schedule.  Facilitate professional learning on the effective use of HITS in classroom practice - reviewing planning documentation, SPA data.  Support staff and update HITS to be reflected in planning documentation.</p> <p>Community will:</p> <p>Increase engagement in school learning activities and events.  Informed of what the school priorities are.  Celebrations of Learning Term 1-4</p>

<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>• Curriculum documentation will show plans for differentiation in Numeracy</li> <li>• Formative and summative Numeracy assessment rubrics will show student learning growth</li> <li>• Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning</li> <li>• Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>• Schools will progress on the PLC Maturity Matrix</li> <li>• Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra</li> <li>• The percentage of students in the top two NAPLAN bands for Numeracy will increase</li> <li>• SSS factors: Teaching and Learning/Evaluation, instructional leadership, collective efficacy will increase positive endorsement.</li> <li>• AtoSS factors: stimulated learning, learner disposition will increase positive endorsement.</li> </ul> <p>Additional Indicators:</p> <p>Teachers' formative assessment data and teacher judgement data recorded and accessible via SPA.</p> <p>Teacher conferring notes and observations of student learning growth. Note: Discussion of a common approach. Is it happening and how often? How are staff using the data to reflect on student outcomes and teaching practice.</p> <p>Student feedback on differentiation, instructional model and classroom learning culture.</p> <p>TLI recorded documentation will show plans to support individual student learning needs.</p> <p>Assessment data will reflect improved student learning outcomes and growth.</p> <p>Student IEPs will describe adjustments to student needs.</p> <p>Improved approach to teaching and learning in numeracy.</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>

<p>Meeting Structure Curriculum Teams, PLTs, SIT and Consultative</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Prioritising Team Planning and PLC processes</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <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>Implement whole school documentation in literacy and numeracy.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop SIT planner aligned with school priorities and staff/student need. Alignment with PL Schedule.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <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
Develop AIP	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Develop and implement whole school Mathematics scope and sequence.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research SOR (Science of Reading) practice and Spelling Curriculum Day x1 and online resource.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <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
Mathematics Curriculum Days x1	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 2	<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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>1) Implement best practice to develop Inclusive Classroom [Explanation: To support staff to strengthen their capability to implement inclusive practice and understanding of student behaviour. Form a Student Wellbeing team that meets fortnightly to review individual student and whole school behaviour data].</p> <p>2) Develop and implement processes and systems (SWPBS) to ensure a safe and orderly school environment [Explanation: The need to refine student management processes focusing on empowerment of teachers in resolving and repairing conflict, as issues arise].</p>			
<b>Outcomes</b>	<p>Students will:</p> <p>Feel supported and engaged in whole school approach to learning, wellbeing, engagement and behaviour.  At-risk and vulnerable students will be identified and receive targeted support.  Be able to explain what a positive growth mindset means and be able to link this with learning.</p> <p>Staff will:</p> <p>Share a common understanding of the school's approach to wellbeing.  Establish agreed student wellbeing monitoring practices.  Plan and implement social and emotional learning for students.  Be recording incidents management systems e.g. Sentral and Edusafe.  Be proactively accessing supports to enhance their wellbeing e.g. EAP.</p>			

	<p>School leaders will:</p> <ul style="list-style-type: none"> <li>Facilitate professional learning around SWPBS initiative.</li> <li>Facilitate professional learning around DET Respectful Relationships initiative (Development of Action Plan).</li> <li>Facilitate the implementation of a whole school approach to monitoring student wellbeing.</li> <li>Facilitate Wellbeing Team (LT, SSSO, Monash SDS (data informed approach)).</li> <li>Establish and prioritise process to respond to Edusafe reports.</li> <li>Communicate with staff procedures and processes how to access wellbeing supports (EAP).</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>Receive regular positive communication e.g. catch-ups, from staff during assembly, checklist.</li> <li>Increase their understanding of student agency and engagement in learning.</li> <li>Families of at-risk students will receive regular communication and support.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>• curriculum documentation will show plans for social and emotional learning</li> <li>• notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> <li>• student support resources displayed around the school will show how students can seek support in mental health, leadership, culture and academics</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>• improve teacher ATOSS Self Regulation and Goal Setting 90%, Student Voice and Agency 80% and Effective Teaching time 85% Differentiated Learning Challenge 95% Motivation and Interest 90% Stimulated Learning 80%</li> </ul> <p>Additional Indicators:</p> <ul style="list-style-type: none"> <li>Improvement in AToSS data (School Connectedness, Student Voice and Agency, Motivation and Interest and Stimulated Learning).</li> <li>Evidence of recording of student wellbeing data.</li> <li>Improvement in attendance data.</li> <li>Planners reflect social and emotional learning content.</li> </ul>



Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement YGPS Wellbeing Scope and Sequence	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Employ Wellbeing Leading Teacher	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Learning Modules for Wellbeing Team	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 2	<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
SWPBS Coaching and Curriculum Day	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Messaging to School Community in relation to SWPBS	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement processes of Monash SDS in relation to SWPBS	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of RR Action Plan	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <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

OH&S HR Rep - LT to complete training course	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00  <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	\$29,521.34	\$29,521.24	\$0.10
Disability Inclusion Tier 2 Funding	\$107,241.04	\$66,241.04	\$41,000.00
Schools Mental Health Fund and Menu	\$27,861.25	\$70,861.25	-\$43,000.00
<b>Total</b>	<b>\$164,623.63</b>	<b>\$166,623.53</b>	<b>-\$1,999.90</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement whole school documentation in literacy and numeracy.	\$2,000.00
Develop SIT planner aligned with school priorities and staff/student need. Alignment with PL Schedule.	\$2,000.00
Research SOR (Science of Reading) practice and Spelling Curriculum Day x1 and online resource.	\$2,000.00
Mathematics Curriculum Days x1	\$2,000.00
Implement YGPS Wellbeing Scope and Sequence	\$1,000.00
Employ Wellbeing Leading Teacher	\$28,000.00
SWPBS Learning Modules for Wellbeing Team	\$2,000.00
SWPBS Coaching and Curriculum Day	\$2,000.00
Implement processes of Monash SDS in relation to SWPBS	\$5,000.00

Development of RR Action Plan	\$500.00
OH&S HR Rep - LT to complete training course	\$2,000.00
<b>Totals</b>	<b>\$48,500.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement whole school documentation in literacy and numeracy.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop SIT planner aligned with school priorities and staff/student need. Alignment with PL Schedule.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Research SOR (Science of Reading) practice and Spelling Curriculum Day x1 and online resource.	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Mathematics Curriculum Days x1	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement YGPS Wellbeing Scope and Sequence	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

SWPBS Learning Modules for Wellbeing Team	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement processes of Monash SDS in relation to SWPBS	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Development of RR Action Plan	from: Term 1 to: Term 2	\$500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
OH&S HR Rep - LT to complete training course	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$15,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement YGPS Wellbeing Scope and Sequence	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>Other Distribution of YGPS wellbeing scope and sequence.</li> </ul>
SWPBS Learning Modules for Wellbeing Team	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Middle school leaders</li> </ul>

	to: Term 2		
SWPBS Coaching and Curriculum Day	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Implement processes of Monash SDS in relation to SWPBS	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<b>Totals</b>		\$3,500.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employ Wellbeing Leading Teacher	from: Term 1 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
SWPBS Coaching and Curriculum Day	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Implement processes of Monash SDS in relation to SWPBS	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
<b>Totals</b>		\$29,861.25	



## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employ ESS x2	\$82,000.00
Employ Assistant Principal	\$21,741.04
Purchase of resources to support students with additional needs.	\$14,521.24
<b>Totals</b>	<b>\$118,262.28</b>

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ ESS x2	from: Term 1 to: Term 4	\$0.00	
Employ Assistant Principal	from: Term 1 to: Term 4	\$0.00	
Purchase of resources to support students with additional needs.	from: Term 1 to: Term 4	\$14,521.24	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$14,521.24</b>	

## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ ESS x2	from: Term 1 to: Term 4	\$41,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> </ul>
Employ Assistant Principal	from: Term 1 to: Term 4	\$21,741.04	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Other Assistant Principal</li> </ul>
Purchase of resources to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$62,741.04	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employ ESS x2	from: Term 1 to: Term 4	\$41,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Employ Assistant Principal	from: Term 1	\$0.00	

	to: Term 4		
Purchase of resources to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$41,000.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Research SOR (Science of Reading) practice and Spelling Curriculum Day x1 and online resource.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Mathematics Curriculum Days x1	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
SWPBS Coaching and Curriculum Day	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Staff to visit SWPBS schools