

# 2024 Annual Implementation Plan

## for improving student outcomes

Aitken Creek Primary School (5522)



Submitted for review by Peter Katsikapis (School Principal) on 14 December, 2023 at 09:27 AM  
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 24 January, 2024 at 03:25 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

<b>Assessment</b>	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	

<b>Engagement</b>	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	

<b>Support and resources</b>	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	

<b>Future planning</b>	<ul style="list-style-type: none"> <li>- Further ongoing Professional Learning focusing on the 8 Effective Teaching and Learning Practices and update of the Learning to Learn to further strengthen</li> <li>- Further develop a culture of ongoing Peer observations supported by Learning Walks</li> <li>- Further implementation of a mentoring and coaching process for new and existing teachers</li> <li>- Further strengthen community engagement to develop an increased awareness of our whole school wellbeing framework</li> </ul>
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<b>Documents that support this plan</b>	
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## 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>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise the learning growth and achievement for all students in literacy and numeracy.	Yes	<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 50% in 2021 to 53%</li> <li>• Year 3 Writing from 34% in 2021 to 44%</li> <li>• Year 3 Numeracy from 29% in 2021 to 35%</li> <li>• Year 5 Reading from 32% in 2021 to 36%</li> <li>• Year 5 Writing from 11% in 2021 to 19%</li> <li>• Year 5 Numeracy from 25% in 2021 to 27%</li> </ul>	Not able to assess growth due to NAPLAN changes NAPLAN 2024 Targets: Students demonstrating Exceeding and Strong proficiencies Year 3 Reading: 60%Year 3 Writing: 66%Year 3 Numeracy:55%Year 5 Reading:69%Year 5 Writing:68%Year 5 Numeracy: 51%
		<p>By 2026, increase the percentage of Year 3 to 5 students achieving high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 30% in 2021 to 33%</li> <li>• Writing from 10% in 2021 to 20%</li> <li>• Numeracy from 31% in 2021 to 33%</li> </ul>	Not able to assess growth due to NAPLAN changes

		<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 75% in 2021 to 80%</li> <li>• Writing from 73% in 2021 to 77%</li> <li>• Number and Algebra from 77% in 2021 to 81%</li> </ul>	<p>2024 Targets: Reading and Viewing: From 65% in Sem.2, 2023 to 70% in Sem. 2, 2024 Writing: From 60% in Sem.2, 2023 to 65% in Sem. 2, 2024 Number and Algebra: From 71% in Sem.2, 2023 to 76% in Sem. 2, 2024</p>
To empower students to be more actively engaged in their learning.	Yes	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 76% (2021) to 80%</li> <li>• Differentiated learning challenge from 88% (2021) to 92%</li> <li>• Perseverance 80% (2021) to 84%.</li> </ul>	<p>2024 Targets: Student voice and agency: From 66% in Sem.2, 2023 to 71% in Sem. 2, 2024 Differentiated learning challenge: From 81% in Sem.2, 2023 to 86% in Sem. 2, 2024 Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024</p>
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Teachers in this school promote student ownership of learning goals and learning progress 82% (2021) to 86%.</li> <li>• Staff believe their students are capable of learning 81% (2021) to 84%.</li> </ul>	<p>2024 Targets: Teachers in this school promote student ownership of learning goals and learning progress: From 75% in Sem.2, 2023 to 79% in Sem. 2, 2024 Staff believe their students are capable of learning: From 87% in Sem.2, 2023 to 88% in Sem. 2, 2024</p>
To improve student wellbeing.	Yes	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> <li>• Managing bullying 79% (2021) to 83%</li> <li>• Respect for diversity 80% (2021) to 83%</li> <li>• Perseverance 80% (2021) to 84%</li> </ul>	<p>2024 Targets: Managing bullying: From 70% in Sem.2, 2023 to 75% in Sem. 2, 2024 Respect for diversity: From 72% in Sem.2, 2023 to 77% in Sem. 2, 2024 Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024</p>
		<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> <li>• <i>Students in this school care about each other</i> from 66% in 2021 to 70%</li> </ul>	<p>2024 Targets: Students in this school care about each other: From 69% in Sem.2, 2023 to 70% in Sem.2, 2024</p>

<b>Goal 2</b>	<b>To maximise the learning growth and achievement for all students in literacy and numeracy.</b>	
<b>12-month target 2.1-month target</b>	<p>Not able to assess growth due to NAPLAN changes</p> <p>NAPLAN 2024 Targets: Students demonstrating Exceeding and Strong proficiencies  Year 3 Reading: 60%  Year 3 Writing: 66%  Year 3 Numeracy:55%  Year 5 Reading:69%  Year 5 Writing:68%  Year 5 Numeracy: 51%</p>	
<b>12-month target 2.2-month target</b>	Not able to assess growth due to NAPLAN changes	
<b>12-month target 2.3-month target</b>	<p>2024 Targets:  Reading and Viewing: From 65% in Sem.2, 2023 to 70% in Sem. 2, 2024  Writing: From 60% in Sem.2, 2023 to 65% in Sem. 2, 2024  Number and Algebra: From 71% in Sem.2, 2023 to 76% in Sem. 2, 2024</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Create and implement processes and procedures that support quality planning and instruction.	No
<b>KIS 2.b</b> Teaching and learning	Grow and further develop a PLC culture to enhance teacher reflective practise so that teachers can evaluate the impact of their teaching on student learning.	No
<b>KIS 2.c</b> Assessment	Build teacher capacity to utilise a range of assessment strategies to teach to students point of learning need through differentiation and challenge.	Yes
<b>KIS 2.d</b> Teaching and learning	Build teacher capacity to use HITS through professional learning, peer observation, feedback, and coaching.	Yes

<p>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>	<p>After refining and embedding KIS 2.a and 2.b in 2023, we will shift our priority to 2.c and 2.d. Processes, procedures and systems for quality planning and PLC culture have been developed and requires sustained practice. As we progress with our work around quality planning the emphasis will shift towards utilising formative assessment to address student point of need. Staff have a knowledge of the HITS in isolation and the work will be centred around embedding this into an integrated teaching practice.</p>	
<p><b>Goal 3</b></p>	<p><b>To empower students to be more actively engaged in their learning.</b></p>	
<p><b>12-month target 3.1-month target</b></p>	<p>2024 Targets:  Student voice and agency: From 66% in Sem.2, 2023 to 71% in Sem. 2, 2024  Differentiated learning challenge: From 81% in Sem.2, 2023 to 86% in Sem. 2, 2024  Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024</p>	
<p><b>12-month target 3.2-month target</b></p>	<p>2024 Targets:  Teachers in this school promote student ownership of learning goals and learning progress: From 75% in Sem.2, 2023 to 79% in Sem. 2, 2024  Staff believe their students are capable of learning: From 87% in Sem.2, 2023 to 88% in Sem. 2, 2024</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 3.a</b> Engagement</p>	<p>Build teacher capacity in working with students to enhance student voice and agency through collaboration in making decisions about their learning.</p>	<p>Yes</p>
<p><b>KIS 3.b</b> Engagement</p>	<p>Develop and implement a process for students and teachers to collaborate in the development of challenging and realistic student learning goals, and jointly monitor progress towards the achievement of goals.</p>	<p>Yes</p>



<p>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>	<p>Further work is needed in the area of goal setting and student voice and agency. Processes and procedures have been co-constructed with staff and established in Reading. There has also been a trial of Math Fluency Goals with further work to be completed in 2024, to embed this practice across the school.</p>	
<p><b>Goal 4</b></p>	<p><b>To improve student wellbeing.</b></p>	
<p><b>12-month target 4.1-month target</b></p>	<p>2024 Targets:  Managing bullying: From 70% in Sem.2, 2023 to 75% in Sem. 2, 2024  Respect for diversity: From 72% in Sem.2, 2023 to 77% in Sem. 2, 2024  Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024</p>	
<p><b>12-month target 4.2-month target</b></p>	<p>2024 Targets:  Students in this school care about each other: From 69% in Sem.2, 2023 to 70% in Sem.2, 2024</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 4.a</b> Support and resources</p>	<p>Strengthen the whole school framework of tiered behaviour support in consultation with students, teachers, and parents.</p>	<p>No</p>
<p><b>KIS 4.b</b> Engagement</p>	<p>Implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.</p>	<p>Yes</p>
<p>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>	<p>Throughout 2023, the whole school framework of tiered behaviour support has been embedded and requires sustained practice. In 2024, the focus will shift towards building student resilience, strengthening student social skills and building positive relationships amongst peers.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To maximise the learning growth and achievement for all students in literacy and numeracy.
<b>12-month target 2.1 target</b>	Not able to assess growth due to NAPLAN changes  NAPLAN 2024 Targets: Students demonstrating Exceeding and Strong proficiencies Year 3 Reading: 60% Year 3 Writing: 66% Year 3 Numeracy:55% Year 5 Reading:69% Year 5 Writing:68% Year 5 Numeracy: 51%
<b>12-month target 2.2 target</b>	Not able to assess growth due to NAPLAN changes
<b>12-month target 2.3 target</b>	2024 Targets: Reading and Viewing: From 65% in Sem.2, 2023 to 70% in Sem. 2, 2024 Writing: From 60% in Sem.2, 2023 to 65% in Sem. 2, 2024 Number and Algebra: From 71% in Sem.2, 2023 to 76% in Sem. 2, 2024
<b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to utilise a range of assessment strategies to teach to students point of learning need through differentiation and challenge.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop staff capacity in analysing assessment data to inform co-creation of student learning goals (Reading and Number Fluency)</li> <li>- Use multiple forms of data to effectively plan and differentiate work programs, through PLC Planning. Further develop teacher understanding of task difficulty, differentiation and adjustments that can be made to individual work programs</li> <li>- PLCs to re-engage with Data Walls that align with school and cohort targets. Through PLC Inquiry, classroom teachers will track and monitor identified students progress, sharing assessments, work samples and strategies</li> </ul>

<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Understand where they are at and their next steps in learning</li> <li>- Have individual learning goals and be supported through a self monitoring process</li> <li>- Access differentiated work to access learning at their point of need</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Use multiple forms of assessment incorporating student feedback when developing individual, class and cohort curriculum</li> <li>- Use the data to analyse the point of need and provide differentiated learning experiences for students</li> <li>- Communicate point of need to students through feedback and goal setting</li> <li>- Confidently report to parents their child's progress</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Demonstrate and promote the use of multiple sources of data to identify student intervention and growth trends and priorities</li> <li>- Lead teacher implementation of assessment tools</li> <li>- Lead teachers in the analysis of the data</li> <li>- Communicate and unpack AIP and SSP targets and actions</li> <li>- Report outcomes to the system and school community</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>- Receiving report outcomes that identify learning outcomes and future learning focuses</li> <li>- Educate parent community in expected outcomes</li> <li>- Involvement of parent community in student learning showcases</li> <li>- Use student blogs to promote student learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Evidence of differentiated work programs that cater for diverse student needs</li> <li>- Evidence of tracking student growth through Data Walls and improved collective efficacy amongst the PLC in sharing effective strategies</li> <li>- Improved teacher knowledge in co-constructing learning goals in Reading and Number Fluency</li> <li>- Universal mechanisms in providing student feedback, through goal setting processes</li> <li>- Improved Teacher Judgement, Maths Online Interview, Fountas &amp; Pinnell, Essential Assessment, Progressive Achievement Tests and other assessments</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<ul style="list-style-type: none"> <li>- Develop staff capacity in analysing assessment data to inform co-creation of student learning goals (Reading and Number Fluency)</li> </ul>	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
- Use multiple forms of data to effectively plan and differentiate work programs, through PLC Planning. Further develop teacher understanding of task difficulty, differentiation and adjustments that can be made to individual work programs	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- PLCs to re-engage with Data Walls that align with school and cohort targets. Through PLC Inquiry, classroom teachers will track and monitor identified students progress, sharing assessments, work samples and strategies	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use HITS through professional learning, peer observation, feedback, and coaching.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Allocation of PLC Learning Specialists with time for coaching, peer observations and feedback within each year level</li> <li>- Allocation of Literacy and Numeracy Learning Specialists with time for coaching, peer observations and feedback within each sub-school</li> <li>- Establish consistent mechanisms and a pacing guide for coaching, peers observations and feedback</li> </ul>			

<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Will experience more consistently effective teaching and learning practices</li> <li>- Will see their teachers as life-long learners, through coaching, peer observations and feedback processes</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Will gain confidence in themselves as instructional leaders through the use of HITS</li> <li>- Will increase their reflective practice and set achievable self-managed goals</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Will improve their confidence in identifying pivotal coaching points and providing coaching to teachers</li> <li>- Will increase their reflective practice and ability to support staff in setting achievable goals</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers will more consistently demonstrate effective teaching and learning practices</li> <li>- Improvement in teaching practices related to identified areas from the coaching Pacing Guide</li> <li>- Evidence of coaching from schoolwide tracking document</li> <li>- Improved AtoSS data, with students reflecting more positively about their teacher</li> <li>- Improved AtoSS data, with students reflecting more positively about their engagement at school</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Allocation of PLC Learning Specialists with time for coaching, peer observations and feedback within each year level	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00  <input checked="" type="checkbox"/> Equity funding will be used
- Allocation of Literacy and Numeracy Learning Specialists with time for coaching, peer observations and feedback within each sub-school	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used
- Establish consistent mechanisms and a pacing guide for coaching, peers observations and feedback	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
<b>Goal 3</b>	To empower students to be more actively engaged in their learning.			
<b>12-month target 3.1 target</b>	2024 Targets: Student voice and agency: From 66% in Sem.2, 2023 to 71% in Sem. 2, 2024 Differentiated learning challenge: From 81% in Sem.2, 2023 to 86% in Sem. 2, 2024 Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024			
<b>12-month target 3.2 target</b>	2024 Targets: Teachers in this school promote student ownership of learning goals and learning progress: From 75% in Sem.2, 2023 to 79% in Sem. 2, 2024 Staff believe their students are capable of learning: From 87% in Sem.2, 2023 to 88% in Sem. 2, 2024			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity in working with students to enhance student voice and agency through collaboration in making decisions about their learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop teacher capacity to utilise student conferences to co-construct the next point of learning for each child</li> <li>- Develop teacher capacity to co-construct Success Criteria with their students</li> </ul>			
<b>Outcomes</b>	Students: <ul style="list-style-type: none"> <li>- Be supported to take accountability of their learning through voice and agency</li> <li>- Be supported in understanding the power of learning (dispositions of learning) in school and beyond and employ the habits of effective learners</li> <li>- Be supported in setting high expectations of themselves as writers, readers and mathematicians and will be motivated to achieve their goals</li> </ul> Teachers: <ul style="list-style-type: none"> <li>- Provide regular opportunities for students to activate voice and agency in learning</li> <li>- Build students' awareness of the opportunities they have to exercise their voice and agency in their learning</li> <li>- Make explicit links to student voice and agency through Learning to Learn program with students</li> </ul>			

	<ul style="list-style-type: none"> <li>- Provide regular opportunities for students to make choices in their reading and writing</li> <li>- Co-construct success criteria by understanding the sequence of learning with students</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Identify, promote and unpack current evidence based practice through leadership actions and staff development in the area of focus</li> <li>- Develop staff skills and knowledge in the ways to incorporate student voice and agency in learning through professional learning opportunities, coaching and mentoring</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>- Awareness of student voice and agency and choice in their learning</li> <li>- Involvement in student assemblies and student showcases</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Schoolwide documentation on conferencing and conferences embedded in Instructional Models</li> <li>- Evidence of regular and consistent conferences</li> <li>- Evidence of co-construction of Success Criteria in classrooms</li> <li>- Improved AtoSS data, with students reflecting more positively about voice in their learning</li> <li>- Improved AtoSS data, with students reflecting more positively about their teacher's attitudes towards their ideas</li> <li>- Improved Staff Opinion Survey data, with teachers reflecting that they have increased confidence in others teacher's ability to promote ownership of learning and learning goals</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Develop teacher capacity to utilise student conferences to co-construct the next point of learning for each child	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Develop teacher capacity to co-construct Success Criteria with their students	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.b</b>	Develop and implement a process for students and teachers to collaborate in the development of challenging and realistic student learning goals, and jointly monitor progress towards the achievement of goals.			



<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Embed conferences and goal setting in Reading across the whole school</li> <li>- Develop teacher capacity to unpack the Mathematics Online Interview data to construct learning goals</li> <li>- Develop teacher capacity to implement, track and monitor student Number Fluency goals</li> </ul>
<p><b>Outcomes</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Be active partners in making choice about their learning, goal setting and monitoring of progress through reflection and action</li> <li>- Have achievable and measurable learning goals</li> <li>- Be supported in monitoring their progress towards meeting their learning goals</li> <li>- Be able to articulate and show their individual learning goals and learning journey through concrete mechanisms</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Facilitate collaborative student goal setting through conferencing to identify the area of growth and focus.</li> <li>- Use formative and summative data to assist with the development of student goals</li> <li>- Establish student agency through identifying collaborative monitoring processes to support achievement of goals</li> <li>- Provide individual student feedback to support students to reflect on their progress, set and monitor their own goals</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Promote Department curriculum guidelines and initiatives around student voice and agency in goal setting</li> <li>- Develop and implement whole school curriculum documentation around student voice and agency in goal setting.</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>- Awareness of their child's learning goals</li> <li>- Awareness of how to support their child's learning at home</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Schoolwide documentation on conferencing and conferences embedded in Literacy Instructional Model</li> <li>- Schoolwide documentation on Numeracy Fluency goals embedded in Numeracy Instructional Model</li> <li>- Evidence of regular and consistent conferences</li> <li>- Evidence of teachers tracking student learning goals in Reading and Number</li> <li>- Evidence of students being able to articulate learning goals in Reading and Number</li> </ul>

	- Improved Staff Opinion Survey data, with teachers reflecting that they have increased confidence in others teacher's ability to promote ownership of learning and learning goals			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
- Embed conferences and goal setting in Reading across the whole school	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Develop teacher capacity to unpack the Mathematics Online Interview data to construct learning goals	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Develop teacher capacity to implement, track and monitor student Number Fluency goals	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	To improve student wellbeing.			
<b>12-month target 4.1 target</b>	2024 Targets: Managing bullying: From 70% in Sem.2, 2023 to 75% in Sem. 2, 2024 Respect for diversity: From 72% in Sem.2, 2023 to 77% in Sem. 2, 2024 Perseverance: From 74% in Sem.2, 2023 to 78% in Sem. 2, 2024			
<b>12-month target 4.2 target</b>	2024 Targets: Students in this school care about each other: From 69% in Sem.2, 2023 to 70% in Sem.2, 2024			
<b>KIS 4.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen	Implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.			

students' participation and engagement in school				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Launch a whole-school inquiry into High Impact Wellbeing Strategies (HIWS) 'Building Relationships HIWS 1 &amp; 2'</li> <li>- Further embed the Bullying Prevention 'Stop, Walk, Talk' framework with an emphasis on building empowerment and resilience</li> </ul>			
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Be taught the school specific expectations and the strategies for positive interactions with others</li> <li>- Feel safe and connected to their learning environment and have a trusted adult to support them</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Implement classroom specific expectations, routines and procedures to compliment the schoolwide matrix of expectations</li> <li>- Explicitly teach, model and acknowledge and correct school wide expectations</li> <li>- Recognise and utilise the school-wide acknowledgement system</li> <li>- Participate in professional learning opportunities, coaching and peer observations supporting their understanding of school wide and classroom systems</li> <li>- Apply HIWS in their daily practice</li> <li>- Implement RRRR</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Align student intervention supports to the school tiered support framework</li> <li>- Implement the HIWS with a focus of fostering positive peer relationship HIWS number 2</li> </ul> <p>Community:</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Evidence of mechanisms developed through whole school inquiry of HIWS</li> <li>- Students being able to articulate, take action and demonstrate resilience through the 'Stop, Walk and Talk' framework</li> <li>- Improved AtoSS data in 'Managing Bullying', 'Respect for Diversity' and 'Perseverance'</li> <li>- Improved Staff Opinion Survey data, with teachers reflecting that students at this school care about each other</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Launch a whole-school inquiry into High Impact Wellbeing Strategies (HIWS) 'Building Relationships HIWS 1 & 2'	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing team		to: Term 4	
- Further embed the Bullying Prevention 'Stop, Walk, Talk' framework with an emphasis on building empowerment and resilience	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$590,865.87	\$590,865.87	\$0.00
Disability Inclusion Tier 2 Funding	\$285,616.14	\$285,616.14	\$0.00
Schools Mental Health Fund and Menu	\$116,061.65	\$116,061.65	\$0.00
<b>Total</b>	<b>\$992,543.66</b>	<b>\$992,543.66</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
- Allocation of PLC Learning Specialists with time for coaching, peer observations and feedback within each year level	\$350,000.00
- Allocation of Literacy and Numeracy Learning Specialists with time for coaching, peer observations and feedback within each sub-school	\$200,000.00
<b>Totals</b>	<b>\$550,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
- Allocation of PLC Learning Specialists with time for coaching,	from: Term 1	\$350,000.00	<input checked="" type="checkbox"/> School-based staffing

peer observations and feedback within each year level	to: Term 4		
- Allocation of Literacy and Numeracy Learning Specialists with time for coaching, peer observations and feedback within each sub-school	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$550,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Appointment and training of ES to deliver numeracy intervention program	\$50,000.00

Appointment of a Behaviour coach	\$122,000.00
Appointment of a DI leader and coach	\$126,000.00
Appointment of additional ES support staff	\$40,000.00
Appointment of Mental Health Leader and support program.	
<b>Totals</b>	<b>\$338,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment and training of ES to deliver numeracy intervention program	from: Term 1 to: Term 4	\$40,865.87	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Appointment of a Behaviour coach	from: Term 1 to: Term 4		
Appointment of a DI leader and coach	from: Term 1 to: Term 4		
Appointment of additional ES support staff	from: Term 1 to: Term 4		
Appointment of Mental Health Leader and support program.	from: Term 1		

	to: Term 4		
<b>Totals</b>		\$40,865.87	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment and training of ES to deliver numeracy intervention program	from: Term 1 to: Term 4		
Appointment of a Behaviour coach	from: Term 1 to: Term 4	\$119,616.14	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
Appointment of a DI leader and coach	from: Term 1 to: Term 4	\$126,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>
Appointment of additional ES support staff	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Appointment of Mental Health Leader and support program.	from: Term 1 to: Term 4		
<b>Totals</b>		\$285,616.14	



## Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Appointment and training of ES to deliver numeracy intervention program	from: Term 1 to: Term 4		
Appointment of a Behaviour coach	from: Term 1 to: Term 4		
Appointment of a DI leader and coach	from: Term 1 to: Term 4		
Appointment of additional ES support staff	from: Term 1 to: Term 4		
Appointment of Mental Health Leader and support program.	from: Term 1 to: Term 4	\$116,061.65	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
<b>Totals</b>		<b>\$116,061.65</b>	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
- Develop staff capacity in analysing assessment data to inform co-creation of student learning goals (Reading and Number Fluency)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
- Use multiple forms of data to effectively plan and differentiate work programs, through PLC Planning. Further develop teacher understanding of task difficulty, differentiation and adjustments that can be made to individual work programs	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Subject association</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site

<p>- PLCs to re-engage with Data Walls that align with school and cohort targets. Through PLC Inquiry, classroom teachers will track and monitor identified students progress, sharing assessments, work samples and strategies</p>	<ul style="list-style-type: none"> <li>✔ Leadership team</li> <li>✔ Literacy leader</li> <li>✔ Numeracy leader</li> <li>✔ PLC leaders</li> <li>✔ Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✔ Collaborative inquiry/action research team</li> <li>✔ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✔ Formal school meeting / internal professional learning sessions</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li>✔ On-site</li> </ul>
<p>- Allocation of PLC Learning Specialists with time for coaching, peer observations and feedback within each year level</p>	<ul style="list-style-type: none"> <li>✔ PLC leaders</li> <li>✔ Principal</li> <li>✔ School improvement team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✔ Peer observation including feedback and reflection</li> <li>✔ Individualised reflection</li> <li>✔ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✔ Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li>✔ Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li>✔ On-site</li> </ul>
<p>- Allocation of Literacy and Numeracy Learning Specialists with time for coaching, peer observations and feedback within each sub-school</p>	<ul style="list-style-type: none"> <li>✔ Literacy leader</li> <li>✔ Numeracy leader</li> <li>✔ School improvement team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✔ Peer observation including feedback and reflection</li> <li>✔ Individualised reflection</li> <li>✔ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✔ Formal school meeting / internal professional learning sessions</li> <li>✔ Timetabled planning day</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ Learning specialist</li> <li>✔ Literacy leaders</li> <li>✔ Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li>✔ On-site</li> </ul>

- Develop teacher capacity to utilise student conferences to co-construct the next point of learning for each child	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
- Develop teacher capacity to co-construct Success Criteria with their students	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
- Embed conferences and goal setting in Reading across the whole school	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
- Develop teacher capacity to unpack the Mathematics Online Interview data to construct learning goals	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
- Develop teacher capacity to implement, track and monitor student Number Fluency goals	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
- Launch a whole-school inquiry into High Impact Wellbeing Strategies (HIWS) 'Building Relationships HIWS 1 & 2'	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site