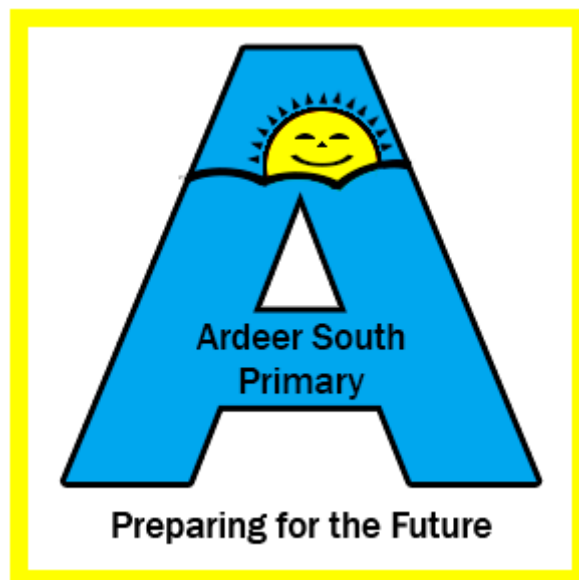# 2023 Annual Implementation Plan

for improving student outcomes

Ardeer South Primary School (5064)

Submitted for review by Andrea Markham (School Principal) on 05 May, 2023 at 11:51 AM
Endorsed by Aaron Wolaniuk (Senior Education Improvement Leader) on 09 May, 2023 at 09:36 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	Emerging
	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging
	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	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	The self evaluation process has allowed us to reflect on the foundations we have put in place to ensure that success is attainable for all students. We are committed to embedding a consistent approach to all practices that impact student learning outcomes.
Considerations for 2023	Considerations at the forefront of future planning: Continue to prioritise a focus on curriculum planning and high impact instructional practices in Literacy and Numeracy.

	Embed the PLC model and improve data literacy and the use of assessment and data as evidence to guide planning for learning. Build a common understanding of evidence based strategies and system resources for improving mental health and wellbeing. Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school. Develop a School Wide Wellbeing Action Plan to drive the outcomes of the AIP with a lens on explicit teaching of Social Emotional Learning and lessons aligned to our instructional model.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes in Literacy
Target 2.1	**Literacy** • By 2024, the percentage of students achieving low growth in NAPLAN benchmark growth—Reading will decrease from 29% in 2019 to 15% in 2024 • By 2024, the percentage of students achieving high growth in NAPLAN benchmark growth—Reading will increase from 18% in 2019 to 30% in 2024 • By 2024, the percentage of students achieving low growth in NAPLAN benchmark growth—Writing will decrease from 48% in 2019 to 25% in 2024. • By 2024, the percentage of students achieving high growth in NAPLAN benchmark growth—Writing will increase from 11% in 2019 to 20% in 2024.
Target 2.2	• By 2024, increase the total of students in the top 2 bands of NAPLAN Year 5 Reading from 14% in 2019 to 20% in 2024.

	• By 2024, increase the total of students in the top 2 bands of NAPLAN Year 5 Writing from 3% in 2019 to 10% in 2024
Target 2.3	• By 2024, increase the percentage of positive endorsement in the SSS in the area of Collective Teacher Efficacy from 61% in 2019 to 75% in 2024. • By 2024, increase the percentage positive endorsement in the SSS in the area of Staff Trust in Colleagues from 47% in 2019 to 80% in 2024
Key Improvement Strategy 2.a Evaluating impact on learning	Develop and embed data literacy across the school in literacy
Key Improvement Strategy 2.b Building practice excellence	Collaboratively develop and embed an evidence–based instructional model that supports consistent instructional practices in literacy
Key Improvement Strategy 2.c Curriculum planning and assessment	Collaboratively develop and embed a whole school literacy and numeracy programs within a viable and guaranteed curriculum
Goal 5	Improve student learning outcomes in Numeracy.
Target 5.1	**NAPLAN Benchmark Growth 3–5** • By 2024, the percentage of students achieving low growth in NAPLAN benchmark growth—Numeracy will decrease from 21% in 2019 to 15% in 2024. • By 2024, the percentage of students achieving high growth in NAPLAN benchmark growth—Numeracy will increase from 14% in 2019 to 25% in 2024.

Target 5.2	**NAPLAN Top 2 Bands** - By 2024, increase the total of students in the top 2 bands of NAPLAN Year 5 Numeracy from 11% in 2019 to 20% in 2024.
Target 5.3	**SSS** - By 2024, increase the percentage positive endorsement in the SSS in the area of Teacher Collaboration from 58% in 2019 to 70% in 2024. - By 2024, increase the percentage positive endorsement in the SSS in the area of Collective Focus on Student Learning from 77% in 2019 to 88% in 2024.
Key Improvement Strategy 5.a Evaluating impact on learning	Develop and embed data literacy across the school
Key Improvement Strategy 5.b Evidence-based high-impact teaching strategies	Collaboratively develop and embed an evidence–based instructional model that supports consistent instructional practices
Key Improvement Strategy 5.c Curriculum planning and assessment	Collaboratively develop and embed whole school numeracy within a viable and guaranteed curriculum
Goal 6	Improve student engagement and wellbeing.
Target 6.1	**Student Attitudes to School Survey (AToSS)** - By 2024 maintain a positive endorsement for Student Voice and Agency at 84% or above. - By 2024 maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.

Target 6.2	**Student attendance** • By 2024, reduce the average number of days students are absent from 18.3 in 2019 to 15 in 2024.
Target 6.3	**Parent Opinion Survey (POS)** • By 2024 maintain a POS participation rate at or above 30%.
Key Improvement Strategy 6.a Health and wellbeing	Collaboratively develop and embed a consistent approach to the teaching of social and emotional learning, underpinned by our school values
Key Improvement Strategy 6.b Intellectual engagement and self-awareness	Develop teacher capacity to amplify student voice and agency to improve student learning outcomes
Key Improvement Strategy 6.c Empowering students and building school pride	Strengthen school pride and connection

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Literacy The percentage of students achieving low growth in NAPLAN Benchmark Growth– Reading will decrease from 30% in 2021 to 25% in 2023.The percentage of students achieving high growth in NAPLAN Benchmark Growth – Reading will increase from 13% in 2019 to 20% in 2023.The percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 43% in 2021 to 38% in 2023.The percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 13% in 2021 to 18% in 2023.Increase the total of students in the top two bands of NAPLAN Year 5 Reading from 33% in 2022 to 35% in 2023Increase the total of students in the top two bands of NAPLAN Year 5 Writing from 8% in 2022 to 15% in 2023NumeracyThe percentage of students achieving low growth in NAPLAN Benchmark Growth – Numeracy will decrease from 30% in 2021 to 25% in 2023.The percentage of students achieving high growth in NAPLAN Benchmark Growth – Numeracy will increase from 26% in 2021 to 30% in 2023.Increase the total of students in the top two bands of NAPLAN Year 5 Numeracy from 11% in 2022

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Improve student learning outcomes in Literacy	No	**Literacy** • By 2024, the percentage of students achieving low growth in NAPLAN benchmark growth—Reading will decrease from 29% in 2019 to 15% in 2024 • By 2024, the percentage of students achieving high growth in NAPLAN benchmark growth—Reading will increase from 18% in 2019 to 30% in 2024 • By 2024, the percentage of students achieving low growth in NAPLAN benchmark growth—Writing will decrease from 48% in 2019 to 25% in 2024. • By 2024, the percentage of students achieving high growth in NAPLAN benchmark growth—Writing will increase from 11% in 2019 to 20% in 2024.	
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	No	**Student Attitudes to School Survey (AToSS)**	

Improve student engagement and wellbeing.		• By 2024 maintain a positive endorsement for Student Voice and Agency at 84% or above. • By 2024 maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.	
		Student attendance • By 2024, reduce the average number of days students are absent from 18.3 in 2019 to 15 in 2024.	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	The following high level actions will be undertaken to drive progress in learning: Deepen the knowledge of teachers of the Victorian Curriculum to further develop curriculum documentation outlining continuums of essential learning. Develop teacher knowledge and capacity to improve pedagogical practices in line with the agreed upon ASPS Instructional Model and High Impact Teaching Strategies. Building the capacity of middle leaders and teachers to embed the PLC model in school practice. Consolidate and extend assessment and data literacy of teachers and education support staff to inform understanding of student growth, and identify students requiring additional support. Embedding a whole school approach to the use of data and evidence to inform teaching and learning Create the conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership.
Outcomes	In Literacy and Numeracy sessions students will: know how lessons are structured and articulate learning intentions and success criteria articulate personal learning goals and monitor their progress against the goals receive regular feedback on learning progress through conferences, goal setting and small group instruction will participate in differentiated, point of need learning tasks and provided with the necessary literacy and numeracy resources that support learning success ie: just right texts, levelled texts, maths manipulatives, ipad apps etc

know and understand assessment practices and how the outcomes of assessments influence individual goal setting
be provided with the necessary adjustments that respond to their specific learning needs, including but not limited to students from the Program for Students with Disabilities (PSD)

Teachers in PLTs, PLC's and classrooms will demonstrate the following skills and behaviours :

Assessment, Reporting and Data Literacy practices:
regularly meet to engage in reflective practice, evaluate and moderate assessment tasks to plan units of work and differentiated lessons
use the assessment schedule and the collaboratively developed approach to assessment administration to ensure consistency across teams and cohorts
implement effective PLC inquiry cycles using the ASPS PLC Handbook
regularly communicate with students and parents, regarding student learning progress
actively participate in discussion focused on student data from a range of sources to inform planning and teaching

Teaching and Learning practices:
visible consistent approaches to pedagogical practices using the agreed upon instructional model in all literacy and numeracy lessons
students in need of targeted interventions are identified and supported, working with learning tutors to plan for differentiated individual and small group instruction
units of work developed with documented differentiated opportunities for all students to succeed at their level through scaffolded success criteria
small group instruction engaging students in regular conversation about learning goals and progress.
improved knowledge through engagement in professional learning centered on Instructional Practices and High Impact Teaching Strategies

Leaders will:
support staff through professional learning that allows for development of a deepened understanding of curriculum content, instructional practices and data literacy
implement coaching and mentoring that supports instructional practices, planning and assessment of student learning
lead teachers to evaluate practice in line with the High Impact Teaching Strategies and PLC Matrix
lead professional learning teams to build consistent planning processes that are collaborative and informed by student data
articulate clear focuses for PLC inquiries using student data analysis , consciously protecting privileged time for PLC collaboration
support teachers to develop units of work with a focus on differentiation and open ended learning tasks
review PLC implementation practices to identify barriers and enablers for effective PLC implementation
provide professional development for staff focusing on the data and evidence to inform planning, set student goals and monitor

	learning growth express high expectations about the differentiated support being provided and the need for ongoing monitoring of student learning and monitor this through the PDP process, learning walks, coaching conversations and ongoing feedback from leaders.
Success Indicators	Early success indicators we will use to measure the success of the outcomes: Teachers' formative assessment data and summative teacher judgements against the Victorian Curriculum achievement standards will reflect student growth Growth points that teams have developed in line with learning continuums which demonstrate deep curriculum knowledge and understanding Classroom observations and learning walks demonstrating the consistent use of the ASPS Instructional Model which embeds HITS PLC inquiry documentation and data that shows improvement in student learning outcomes and teacher practices Individual learning goals (IEP) developed, regularly monitored and achieved Student data used to identify students for tutor program and post program data that reflects growth Observational notes from PLT meetings and observations reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth Classroom formative assessment documents reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled Curriculum documentation shows evidence of planning for learning at individual students' point of need and differentiated tasks Weekly planning documentation demonstrating clear and concise learning intentions and success criteria aligned to continuums of learning, points of growth. Late Indicators NAPLAN results showing benchmark growth in line with targets Guaranteed and viable curriculum documentation monitored and used for Literacy and Numeracy planning Units of work and growth point tables developed that demonstrate knowledge of continuum's of learning in line with the Victorian Curriculum PDP and teacher self evaluation against the HITS demonstrating improvement in practice. Semester 2 Teacher Judgement reflecting minimum 12 months growth for all students. The use of Data walls tracking student learning growth across the whole school Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 78% in 2022 to 85% in 2022 Increase the percentage of positive endorsement for School Climate all respondents from 82% in 2022 to 90% in 2023.

By the end of 2023, maintain a positive endorsement for Student Voice and Agency at 80% or above.
By the end of 2023, maintain a positive endorsement for Effective Classroom Behaviour at 80% or above.
By the end of 2023, reduce the average number of days students are absent from 31.9 in 2022 to 25 in 2023.
By the end of 2023, Parent Opinion Survey participation rate at or above 50% of 80 surveys

Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice
Curriculum and planning documentation shows evidence of planning for learning at individual students' point of need

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Planning - Teams supported in planning sessions through coaching and mentoring by an Instructional leader building the capacity of teachers to develop differentiated sequences of learning in line with the continuum of literacy and numeracy learning.	☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Teaching and Learning - Documented plan and evidence of Instructional Coaching and mentoring of staff focused on literacy and numeracy instructional practices with a clear aim to embed consistent pedagogical approaches.	☑ All staff ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$171,258.99 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Teaching and Learning - Professional learning plan that aims to deepen understanding of elements of the ASPS Instructional model and effective instructional practices that embed evidence based High Impact Teaching Strategies into literacy and numeracy workshops.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Teaching and Learning - Ongoing professional learning workshops and in class modelling for staff to build an understanding of effective mathematics instruction	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$43,973.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
					☐ Other funding will be used
PLC Culture of Collaboration - Structures and systems are put in place to support collaboration for improvement. Professional learning plan that supports the development of a consistent approach to PLC inquiries Staff participate in self reflection against the PLC maturity matrix to identify collective strengths and areas for improvement Develop the capacity of middle leadership (team leaders) to effectively implement and drive PLCs establish a PLC middle leadership team for ongoing monitoring of effectiveness of PLCs Mentoring and support from leadership to ensure a structured and disciplined cycle of improvement is adhered to Participation in network based PLC professional learning opportunities and engaging PLC team.	☑ Leadership team ☑ PLC leaders ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Assessment / Data Literacy - Developed a consistent approach for ongoing formative assessment practices. Evidence of teachers collecting, analysing, monitoring and responding to student data.	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used

Deepen understanding through professional learning of assessment practices				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Intervention / Assessment - Tutoring program displays evidence of assessment data being collected, monitored and used to inform planning of intervention groups. Individual student goals written for all students in Literacy and Numeracy	☑ Learning specialist(s) ☑ Literacy support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Assessment and Monitoring Goal Setting - Clear and explicit individual learning goals for all students for Literacy and Numeracy. Develop protocols for individual goal setting and monitoring for all students in Reading, Writing and Number	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					□ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items □ Other funding will be used
Feedback - Creating and sustaining a high performance learning culture through development of PDPs which connect teachers and ES with common goals or learning needs that support the schools strategic intent	☑ Leadership team	□ PLP Priority	from: Term 1 to: Term 4	$0.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items □ Other funding will be used
Small group instruction and reading conferences daily that allow the teacher to monitor students' reading, and provide formative data about the students' progress and their meaning making. Evidence of scheduled discussions that provide valuable opportunities for students to talk about what they are reading, and practice their thinking, comprehension, and conversation skills.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 □ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	School Wide Positive Behaviour Support Introduce School-wide Positive Behaviour Support (SWPBS) - Establish a whole school approach to positive relationships, resilience and behaviour Establish SWPBS the essential features of Tier 1- Develop leaders' and teachers' understanding of SWPBS through ongoing professional learning Implement SWPBS features with fidelity - Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy Teaching and Learning Develop, document and implement a whole school wellbeing framework that delivers support to staff, students and families Engage students in health and wellbeing programs that have a positive and significant impact on attitudes to learning, social relationships and student achievement. Teachers incorporate social and emotional learning programs into their classroom to improve student engagement in learning to have a positive impact on outcomes Embed the use of the Resilience Rights and Respectful Relationships program in weekly programs Building Communities Promote a healthy school environment for staff, students and families through policies and processes and partnerships with parents and community. Processes in place to promote and acknowledge school attendance

	Support students to re-engage through extra programs outside of the classroom including arts, library, gardening, music or physical activities.
	Support students with emerging needs through school interventions and engagement with families
	Student Voice and Agency - Empowering Students and Building School Pride
	Ensure students have access to a wide range of student leadership opportunities including roles and forums that build their skills and capacity across the school community.
	Enhance student leadership, self–efficacy and active engagement in their learning
	Enhance curriculum and lesson planning ,and identify pedagogy, that enables students to further develop agency, assess their own work, identify future learning and track and celebrate their own learning growth
	Continue to create opportunities to promote student voice and involve students in decision–making about how they can make a difference to their local and global communities
	Professional Learning for teachers building understanding of Amplify
	Use acquired funding to purchase items from the Schools Mental Health Menu.
	Mental Health and Wellbeing Leader appointed and will receive evidence-based training in mental health literacy, supporting student need, and building school capacity, and will receive ongoing professional development through communities of practice.
Outcomes	We will observe the following changes in knowledge, skills and behaviours:
	Students:
	articulate the expected behaviours, and major and minor behaviours outlined in the SWPBS framework
	identify appropriate behaviours in different settings
	At-risk students will be identified and receive targeted support in a timely manner
	develop skills to build strong relationships with peers
	with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate
	understand and model school values and behaviours are aligned with these values
	demonstrate an awareness of engagement, positive behaviour and self regulation
	are aware and can articulate expectations teachers set for them and the steps they need to take to reach their full potential
	have an authentic role in their learning and opportunities for authentic student voice where they have platforms to communicate ideas and opinions and influence change
	have opportunities to model leadership principles and values
	have improved attendance rates
	Teachers:

	teach SWPBS expected behaviours through social skills lesson understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours collect and collaboratively analyse student behaviour referral data using the learning management system use agreed practices and consistent language to correct behaviour errors, discuss positive behaviours, and identify major and minor behaviours strengthen the social and emotional wellbeing of students and limit negative behaviours by implementing clear classroom expectations and positively reinforce expected behaviours. implement and model consistent routines and approaches to managing classroom behaviour. develop a clear understanding of the school's health, wellbeing, inclusion and engagement programs and policies integrate social, emotional learning into curriculum plans and programs, embedding the use of the Resilience Rights and Respectful Relationships program Leaders: ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision frequently monitor SWPBS behaviour data using the learning management system provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS strengthen engagement with regional and external support agencies develop and evaluate a whole school curriculum plan that ensures that social and emotional health concepts are taught explicitly and integrated across the curriculum lead staff through professional learning to develop consistent understandings around a whole school approach to a wellbeing framework link at risk students and families with supports from the school and external allied health professionals select from the school mental health menu endorsed programs, staff and other supports that will be used to improve the mental health and wellbeing of students in line with the individual needs and priorities of the school employ MHWL to work across the school to implement a whole-school approach to mental health and wellbeing for students, staff, and families based on a broad knowledge of the needs of the school community Parents/carers/kin: understand the desired school behaviours and the procedures for responding to major and minor behaviours recognise student positive behaviours through learning management system have increased participation rates in parent opinion survey Families of at-risk students will receive regular communication and support from the school Students and families will be connected to allied health and mental health services
Success Indicators	Early success indicators we will use to measure the success of the outcomes:

	Expected behaviours are displayed prominently throughout the school Behaviour records in learning management system Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours Use of SWPBS language evident in peer observations Classroom observations of the use of agreed upon behaviour management strategies At least 80% progress on SWPBS Universal Prevention Part A Action Plan. SWPBS self-assessment survey indicates at least 70% of school-wide features in place. Tiered Fidelity inventory score of at least 70% Attendance of staff at professional learning sessions that focus on School Wide Positive Behaviour supports and actions Professional learning plan and developed curriculum plan for Resilience Rights and Respectful Relationships program. Documentation of referrals and communication process regarding monitoring and escalating wellbeing concerns and supports and actions in place Visible acknowledgement and celebration of students actively demonstrating the school values Visible acknowledgement and celebration of students with attendance at or above current standards Use acquired funding to purchase items from the Schools Mental Health Menu Late Indicators Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award Reduced exclusionary discipline recorded in learning management system Begin to achieve a baseline of data for exclusionary practices Students, staff and parents survey data demonstrating improvement in engagement and wellbeing categories Improvement in attendance data Mental Health and Wellbeing Leader appointed and will receive evidence-based training in mental health literacy, supporting student need, and building school capacity, and will receive ongoing professional development through communities of practice. Reductions in exclusionary discipline as measured through staff behaviour referrals and student suspensions Targets met: Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 78% in 2022 to 85% in 2023 Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 89% in 2022 to 92% in 2023 By the end of 2023, maintain a positive endorsement for Student Voice and Agency at 80% or above. By the end of 2023, maintain a positive endorsement for Effective Classroom Behaviour at 80% or above. By the end of 2023, reduce the average number of days students are absent to 20

	Parent Opinion Survey participation rate at or above 50%				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation	☑ Leadership team ☑ Student wellbeing co-ordinator ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS. The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course.	☑ All staff ☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$26,861.25 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items ☐ Other funding will be used
Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ All staff ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS data Establish processes and procedures for recording SWPBS data in the student management system	☑ Assistant principal ☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and non classroom settings	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Review curriculum structure / timetable to allocate specific time for the teaching of social skills. Plan for and document the teaching of social skills each week in all classes	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Present information sessions to parents/carers/kin. Enable learning management system notifications for parents/carers/kin	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
SWPBS team monitors staff practice through walk-through observations and other data collection. Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS.	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
SWPBS team and school leaders participate in evaluation activities. Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey and SWPBS Tiered Fidelity Inventory.	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Resilience, Rights and Respectful Relationships. Implement a whole school approach to teaching social and emotional health units through the Resilience, Rights and Respectful Relationships program. Build the capacity of staff by investigating the use of the suite of teaching and learning materials in the Resilience, Rights and Respectful Relationships resource for schools. Active participation of our RR leader in the Brimbank Melton network as a tranche 3 partner school.	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Student Voice and Agency - Deepen teacher understanding in using the Amplify practice guide as an opportunity to create conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership. * Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Teachers use PIVOT survey to gain student feedback from students on teaching practices. * Develop and strengthen opportunities for students to be involved in authentic leadership roles through Junior School Council, House Captains and School Captains, Farmers and Foresters, Sustainability captains.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Align the work of the wellbeing team including the School Chaplain with whole school wellbeing programs, needs and goals. Utilise funds from Brimbank Community Wellbeing Grant to support community engagement and wellbeing programs.	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Establish enrichment programs and programs focused on The Arts, drama, dance and music including performing arts incursions and short courses.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Pre Foundation / School Readiness Program Collaboration and engagement with local kindergarten services eligible for school readiness funding, to initiate shared planning around opportunities for continuity, connection and collaboration. The program would provide local kindergarten children with access to a service that enhances school readiness.	☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used
Introduce Bully Stoppers Program, teachers to complete training modules and use resources with students.	☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☐ Other funding will be used
Use of Active Schools Grant to further, strengthen, expand, or embed the work already undertaken to become an 'active school' to create long-term change. Exploring how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118) Focus on engaging our students with community organisations and we would continue to promote participation in activities outside of school.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☐ Other funding will be used

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$283,231.99	$283,231.99	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$27,861.25	$27,861.25	$0.00
Total	$311,093.24	$311,093.24	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Teaching and Learning - Documented plan and evidence of Instructional Coaching and mentoring of staff focused on literacy and numeracy instructional practices with a clear aim to embed consistent pedagogical approaches.	$171,258.99
Teaching and Learning - Ongoing professional learning workshops and in class modelling for staff to build an understanding of effective mathematics instruction	$43,973.00
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS. The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course.	$26,861.25
Student Voice and Agency - Deepen teacher understanding in using the Amplify practice guide as an opportunity to create conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership.	$3,000.00

* Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Teachers use PIVOT survey to gain student feedback from students on teaching practices. * Develop and strengthen opportunities for students to be involved in authentic leadership roles through Junior School Council, House Captains and School Captains, Farmers and Foresters, Sustainability captains.	
Align the work of the wellbeing team including the School Chaplain with whole school wellbeing programs, needs and goals. Utilise funds from Brimbank Community Wellbeing Grant to support community engagement and wellbeing programs.	$15,000.00
Establish enrichment programs and programs focused on The Arts, drama, dance and music including performing arts incursions and short courses.	$15,000.00
Introduce Bully Stoppers Program, teachers to complete training modules and use resources with students.	$1,000.00
Totals	$276,093.24

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Teaching and Learning - Documented plan and evidence of Instructional Coaching and mentoring of staff focused on literacy and numeracy instructional practices with a clear aim to embed	from: Term 1 to: Term 4	$171,258.99	☑ School-based staffing ☑ CRT ☑ Other

consistent pedagogical approaches.			Learning Specialist - $98073 Specialist Program Italian - to provide release for Instructional Leadership - $52,000
Teaching and Learning - Ongoing professional learning workshops and in class modelling for staff to build an understanding of effective mathematics instruction	from: Term 1 to: Term 4	$43,973.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Primary Mathematics Specialist $43,973 credit
Student Voice and Agency - Deepen teacher understanding in using the Amplify practice guide as an opportunity to create conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership. * Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Teachers use PIVOT survey to gain student feedback from students on teaching practices. * Develop and strengthen opportunities for students to be involved in authentic leadership roles through Junior School Council, House Captains and School Captains, Farmers and Foresters, Sustainability captains.	from: Term 1 to: Term 4	$3,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Other Student Leadership Courses
Align the work of the wellbeing team including the School Chaplain with whole school wellbeing	from: Term 1	$15,000.00	☑ School-based staffing

programs, needs and goals. Utilise funds from Brimbank Community Wellbeing Grant to support community engagement and wellbeing programs.	to: Term 4		
Establish enrichment programs and programs focused on The Arts, drama, dance and music including performing arts incursions and short courses.	from: Term 1 to: Term 4	$15,000.00	☑ Teaching and learning programs and resources
Totals		$248,231.99	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.
 	
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course.
	from: Term 1 to: Term 4	$26,861.25	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
			
			This activity will use Mental Health Menu staffing
			  o Employ CRT to release staff member
			  o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

Introduce Bully Stoppers Program, teachers to complete training modules and use resources with students.	from: Term 1 to: Term 4	$1,000.00	☑ Bully Stoppers (free)
			
			This activity will use Mental Health Menu staffing
			   o Build staff capacity (conference, course, seminar)
			   o Employ CRT to release staff member

Totals		$27,861.25	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Swimming in Schools program supported through Equity Funding to deliver swimming and water safety education.	$25,000.00
Library furniture to enhance the learning space in the library and provide students with a place to participate in further literacy learning or social skills workshops.	$10,000.00
Totals	$35,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Swimming in Schools program supported through Equity Funding to deliver swimming and water safety education.	from: Term 3 to: Term 4	$25,000.00	☑ Teaching and learning programs and resources
Library furniture to enhance the learning space in the library and provide students with a place to	from: Term 1 to: Term 4	$10,000.00	☑ Assets

participate in further literacy learning or social skills workshops.			
Totals		$35,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Swimming in Schools program supported through Equity Funding to deliver swimming and water safety education.	from: Term 3 to: Term 4		
Library furniture to enhance the learning space in the library and provide students with a place to participate in further literacy learning or social skills workshops.	from: Term 1 to: Term 4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Swimming in Schools program supported through Equity Funding to deliver swimming and water safety education.	from: Term 3 to: Term 4	$0.00	
Library furniture to enhance the learning space in the library and provide students with a place to participate in further literacy learning or social skills workshops.	from: Term 1 to: Term 4	$0.00	

Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teaching and Learning - Professional learning plan that aims to deepen understanding of elements of the ASPS Instructional model and effective instructional practices that embed evidence based High Impact Teaching Strategies into literacy and numeracy workshops.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Learning specialist ☑ Literacy leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teaching and Learning - Ongoing professional learning workshops and in class modelling for staff to build an understanding of effective mathematics instruction	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Professional practice day ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning specialist ☑ Departmental resources Numeracy Toolkit, Mathematics Curriculum Companion ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site

PLC Culture of Collaboration - Structures and systems are put in place to support collaboration for improvement. Professional learning plan that supports the development of a consistent approach to PLC inquiries Staff participate in self reflection against the PLC maturity matrix to identify collective strengths and areas for improvement Develop the capacity of middle leadership (team leaders) to effectively implement and drive PLCs establish a PLC middle leadership team for ongoing monitoring of effectiveness of PLCs Mentoring and support from leadership to ensure a structured and disciplined cycle of improvement is adhered to Participation in network based PLC professional learning opportunities and engaging PLC team.	☑ Leadership team ☑ PLC leaders ☑ PLT leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ Departmental resources PLC Maturity Matrix ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Assessment / Data Literacy - Developed a consistent approach for ongoing formative assessment practices. Evidence of teachers collecting, analysing, monitoring and responding to student data. Deepen understanding through professional learning of assessment practices	☑ All staff ☑ Leadership team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Assessment and Monitoring Goal Setting - Clear and explicit individual learning goals for all students for Literacy and Numeracy. Develop protocols for individual goal setting and monitoring for all students in Reading, Writing and Number	☑ All staff ☑ Leadership team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Small group instruction and reading conferences daily that allow the teacher to monitor students' reading, and provide formative data about the students' progress and their meaning making. Evidence of scheduled discussions that provide valuable opportunities for students to talk about what	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ Learning specialist	☑ On-site

they are reading, and practice their thinking, comprehension, and conversation skills.						
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS. The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course.	☑ All staff ☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ Departmental resources SWPBS Coaching	☑ On-site
Resilience, Rights and Respectful Relationships. Implement a whole school approach to teaching social and emotional health units through the Resilience, Rights and Respectful Relationships program. Build the capacity of staff by investigating the use of the suite of teaching and learning materials in the Resilience, Rights and Respectful Relationships resource for schools. Active participation of our RR leader in the Brimbank Melton network as a tranche 3 partner school.	☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources RRRR program	☑ On-site

| Student Voice and Agency - Deepen teacher understanding in using the Amplify practice guide as an opportunity to create conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership.

* Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Teachers use PIVOT survey to gain student feedback from students on teaching practices.

* Develop and strengthen opportunities for students to be involved in authentic leadership roles through Junior School Council, House Captains and School Captains, Farmers and Foresters, Sustainability captains.	☑ Leadership team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site