2022 Annual Implementation Plan

for improving student outcomes

Ivanhoe Primary School (2436)

Submitted for review by Mark Kent (School Principal) on 28 February, 2022 at 05:00 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 02 March, 2022 at 09:43 AM
Endorsed by Nina Bosco (School Council President) on 30 March, 2022 at 09:25 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	The impact of the pandemic and consequential lockdowns has significantly impacted on student voice, agency and leadership. Staff to varying degrees have felt both challenged and anxious. Community support has generally been extremely supportive and appreciative.

Considerations for 2022	Smaller class sizes at Foundation should assist with the socialisation of children who have experienced little or no Kinder. Strong leadership in place at each level. Mentors for junior / less experienced teachers. Tutors in Literacy and Numeracy. EAL teacher. Allocation of ES to unfunded students. Additional teacher support at Year 5 and Year 6. Numeracy will continue to be a focus alongside DET priorities. Continued and expanded use of Class Dojo and Compass to engage our school community. Continued use of PLC Inquiry cycle.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise each student's learning growth in literacy and numeracy.
Target 2.1	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase: - in Reading from a 2017-19 average of 60 per cent to a 2021-24 average of 66 per cent - in Writing from a 2017-19 average of 28 per cent to a 2021-24 average of 33 per cent - in Numeracy from a 2017-19 average of 56 per cent to a 2021-24 average of 59 per cent
Target 2.2	By 2024, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase: - in Reading from a 2017-19 average of 30 per cent to a 2021-24 average of 33 per cent - in Writing from a 2017-19 average of 30 per cent to a 2021-24 average of 33 per cent

	• in Numeracy from a 2017-19 average of 37 per cent to a 2021-24 average of 40 per cent
Target 2.3	By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase: • in the English Language Reading and Viewing Mode from 46 per cent in 2019 to 50 per cent • in the English Language Writing Mode from 28 per cent in 2019 to 35 per cent • in the English Language Speaking and Listening Mode from 28 per cent in 2019 to 35 per cent • the Mathematics Number and Algebra Strand from 43 per cent in 2019 to 48 per cent
Key Improvement Strategy 2.a Building practice excellence	Support improvement in teaching practice and student outcomes through embedding the Professional Learning Community and peer feedback programs within the Instructional Model.
Key Improvement Strategy 2.b Instructional and shared leadership	Continue to build instructional leadership capacity across the school to embed the Instructional Model.
Key Improvement Strategy 2.c Empowering students and building school pride	Articulate and implement an active role for students in each stage of the Instructional Model.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Continue to provide intervention and extension support to students performing below or above expected levels.
Goal 3	To create empowered and engaged students who are inquiring, creative, critical thinkers.

Target 3.1	By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:
	
	• in the Learner Characteristics and Disposition domain
	    ○ Learning confidence factor from 83 per cent in 2019 to at or above 90 per cent
	    ○ Self-regulation and goal setting factor from 87 per cent in 2019 to at or above 90 per cent
	    ○ Motivation and interest factor, I am learning things that really interest me item from 70 per cent in 2019 to at or above 80 per cent
	• in the Social engagement domain
	    ○ Student voice and agency factor from 72 per cent in 2019 to at or above 80 per cent

Target 3.2	By the end of term 2, 2022, all students will be assessed against the Victorian Curriculum (VC) Levels F-10 in Critical and Creative Thinking in order to set benchmark data. By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from the benchmark at end Term 4 2021 by 20 per cent.
Key Improvement Strategy 3.a Curriculum planning and assessment	Establish, implement and monitor a consistent school wide approach to delivery of the Victorian Curriculum critical and creative thinking capability.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance and expand the school student leadership program.

Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher capacity to use the Metacognitive Strategies High Impact Teaching Strategy within the school instructional model (Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn)—linked to KIS 1c and 2a
Goal 4	All students to display and uphold behaviours and attitudes that reflect the school values.

Target 4.1	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
	
	• in the Teacher-Student Relations domain
	    ◦ Teacher concern—from 77 per cent in 2019 to 90 per cent
	    ◦ Effort—from 83 per cent in 2019 to 90 per cent
	• In the Learner Characteristics and Dispositions domain
	    ◦ Resilience—from 84 per cent in 2019 to 90 per cent
	• Student safety domain
	    ◦ Respect for diversity—from 80 per cent in 2019 to 90 per cent
	• Effective teaching practice for cognitive engagement domain
	    ◦ Classroom Behaviour, Students at this school treat each other with respect item—from 77 per cent in 2019 to 90 per cent
	• Social engagement domain
	    ◦ School Connectedness (Sense of belonging)—from 87 per cent in 2019 to 90 per cent

Target 4.2	By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: • in the Student Development domain ◦ Confidence and resiliency skills factor from 83 per cent in 2019 to at or above 90 per cent.

Target 4.3	By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Personal and Social Capability achievement standards will increase from the benchmark at end Term 2 2023 by 20 per cent.
Key Improvement Strategy 4.a Health and wellbeing	Embed the whole school approach to student wellbeing and behaviour.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Further develop a consistent whole school approach to student social and emotional learning (including alignment with the Victorian Curriculum Personal and Social Capability).
Key Improvement Strategy 4.c Building communities	Continue to actively engage parents and the school community in supporting children's learning and wellbeing.

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	TARGET 1 To increase the overall percentage of students above level against the Victorian Curriculum Mathematics Number and Algebra strand from 43% to 45%. TARGET 2 Positive responses to the area of Teacher Concern measured by the attitudes to school survey to return to 77% in 2021 after a significant drop due to the pandemic in 2020 and 2021. Positive responses to the area of Student Voice and Agency measured by the attitudes to school survey to return to 72% in 2021 after a significant drop due to the pandemic in 2020 and 2021. Positive responses to the area of Motivation and Interest measured by the attitudes to school survey to return to 80% in 2021 after a significant drop due to the pandemic in 2020 and 2021.

To maximise each student's learning growth in literacy and numeracy.	No	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase: • in Reading from a 2017-19 average of 60 per cent to a 2021-24 average of 66 per cent • in Writing from a 2017-19 average of 28 per cent to a 2021-24 average of 33 per cent • in Numeracy from a 2017-19 average of 56 per cent to a 2021-24 average of 59 per cent	
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		By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase:	

		• in the English Language Reading and Viewing Mode from 46 per cent in 2019 to 50 per cent • in the English Language Writing Mode from 28 per cent in 2019 to 35 per cent • in the English Language Speaking and Listening Mode from 28 per cent in 2019 to 35 per cent • the Mathematics Number and Algebra Strand from 43 per cent in 2019 to 48 per cent	
To create empowered and engaged students who are inquiring, creative, critical thinkers.	No	By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase: • in the Learner Characteristics and Disposition domain o Learning confidence factor from 83 per cent in 2019 to at or above 90 per cent o Self-regulation and goal setting factor from 87 per cent in 2019 to at or above 90 per cent o Motivation and interest factor, I am learning things that really interest me item from 70 per cent in 2019 to at or above 80 per cent • in the Social engagement domain o Student voice and agency factor from 72 per cent in 2019 to at or above 80 per cent	

		By the end of term 2, 2022, all students will be assessed against the Victorian Curriculum (VC) Levels F-10 in Critical and Creative Thinking in order to set benchmark data. By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from the benchmark at end Term 4 2021 by 20 per cent.	

All students to display and uphold behaviours and attitudes that reflect the school values.	Yes	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
		
		• in the Teacher-Student Relations domain
		    o Teacher concern—from 77 per cent in 2019 to 90 per cent
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		    o Resilience—from 84 per cent in 2019 to 90 per cent
		• Student safety domain
		    o Respect for diversity—from 80 per cent in 2019 to 90 per cent
		• Effective teaching practice for cognitive engagement domain
			To increase the school wide positive endorsement of the AtoSS factor School Connectedness (sense of belonging) from 77% in 2019 to 85% by the end of 2022.

		o Classroom Behaviour, Students at this school treat each other with respect item—from 77 per cent in 2019 to 90 per cent • Social engagement domain o School Connectedness (Sense of belonging)—from 87 per cent in 2019 to 90 per cent	
		By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: • in the Student Development domain o Confidence and resiliency skills factor from 83 per cent in 2019 to at or above 90 per cent.	To increase the overall percentage of parents reporting positive endorsement to the Parent Opinion Survey in the Confidence and resiliency skills factor by 2%
		By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Personal and Social Capability achievement standards will increase from the benchmark at end Term 2 2023 by 20 per cent.	To increase the overall percentage of students assessed at or above against the Victorian Curriculum Personal and Social Capability standards from the 2021 benchmark by 5% in 2022.

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	TARGET 1 To increase the overall percentage of students above level against the Victorian Curriculum Mathematics Number and Algebra strand from 43% to 45%. TARGET 2 Positive responses to the area of Teacher Concern measured by the attitudes to school survey to return to 77% in 2021 after a significant drop due to the pandemic in 2020 and 2021. Positive responses to the area of Student Voice and Agency measured by the attitudes to school survey to return to 72% in 2021 after a significant drop due to the pandemic in 2020 and 2021. Positive responses to the area of Motivation and Interest measured by the attitudes to school survey to return to 80% in 2021 after a significant drop due to the pandemic in 2020 and 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	All students to display and uphold behaviours and attitudes that reflect the school values.	
12 Month Target 2.1	To increase the school wide positive endorsement of the AtoSS factor School Connectedness (sense of belonging) from 77% in 2019 to 85% by the end of 2022.	
12 Month Target 2.2	To increase the overall percentage of parents reporting positive endorsement to the Parent Opinion Survey in the Confidence and resiliency skills factor by 2%	
12 Month Target 2.3	To increase the overall percentage of students assessed at or above against the Victorian Curriculum Personal and Social Capability standards from the 2021 benchmark by 5% in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed the whole school approach to student wellbeing and behaviour.	Yes
KIS 2 Setting expectations and promoting inclusion	Further develop a consistent whole school approach to student social and emotional learning (including alignment with the Victorian Curriculum Personal and Social Capability).	Yes
KIS 3 Building communities	Continue to actively engage parents and the school community in supporting children's learning and wellbeing.	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.	In line with the updated FISO priorities, wellbeing has taken a much stronger focus. After lengthy periods of remote learning it is important to build students' sense of belonging by building community, sense of connectedness to school and supporting the continued development of social and emotional skills, particularly resilience and confidence.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Target 1 Target 1: Number and Algebra: • Professional learning on differentiation, including 'challenging tasks' and Number Talks • Analysis and tracking of whole school data with a focus on Number and Algebra • Refined use of tracking documents for teacher judgement of Number and Algebra for discussion and planning in PLCs • Each PLC to have at least two inquiry cycles which focus on the 'cake' areas of Number and Algebra

	• Two whole school moderation tasks to be implemented in Number and Algebra • All teachers to have had at least one peer observation which focus on their implementation of pedagogy and strategies that support effective teaching (linked to HITs) of Number and Algebra. • Development of enhanced assessment rubrics (IPS Standardised Assessment Rubric) for Number and Algebra used consistently across the school • Develop a Mathematical Mindset Survey for students • Professional learning on using the rubrics and Mathematical Mindset surveys.
Outcomes	• Through student feedback students report higher engagement in Number and Algebra • Increase in positive reports of stimulated learning on AtoSS due to differentiation and targeted learning by extending students above level in Maths. • Precise and consistent use of data and tracking in PLCs and focus on Mathematics will enable teachers to accurately assess where students are at and teach at ZPD • Teacher increased confidence to accurately interpret and use data in PLCs to differentiate Mathematics teaching
Success Indicators	• Moderation occurs twice per year and ensures reliability of teacher judgements in Number and Algebra. • 45% of students assessed at above level in Vic Curric Number and Algebra • At least 80% of students report positive responses to Motivation & Interest on IPS Attitudes to learning for Maths • Every student assessed against the IPS standardised assessment rubric each term in Number and Algebra

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning on differentiation, including 'challenging tasks' and Number Talks	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Refined use of tracking documents for teacher judgement of Number and Algebra for discussion and planning in PLCs	☑ Leadership Team ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 2	$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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Target 2: Student Wellbeing : • School to engage a Mindful Champion to promote and lead implementation of Smiling Mind across the school • Professional learning about Teams and Organisational health and wellbeing with Andy Jones • Develop student language around emotional literacy through professional learning, student wellbeing journals and RRRR • Teachers will use a range of resources to promote conversations between teacher and students about feelings and emotions: a. Mindfulness and meditation b. Mood meter c. Circle Time d. Voice Time e. Class communication book for students to 'speak to the teacher' to be followed up f. Check-ins g. Catastrophe Scale h. Brain Breaks with explicit reasoning • Explicit teaching of the concepts of student voice and agency and development of a common language across the school a. Opportunities for the cultivation and use of student voice and agency developed within the school start-up program and			

	associated professional learning b. implement and uphold DET Respectful behaviours within the school community policy • Maths - Targeted teaching and differentiation and challenging tasks to aiming to engagement and stimulated learning • Literacy - independent reading and 'just-right' books aims to increase agency and motivation and interest • Further use of open ended and challenging tasks
Outcomes	• Students demonstrate increased knowledge and expanded use of language to describe feelings and emotions • Teachers and students are able to recognise the regular opportunities for voice and agency in their school day • Trial pivot survey to gauge student learning dispositions and wellbeing • Students will be engaged and excited to learn at school • Leaders will: use multiple sources of evidence to track team coaching: including barriers and enablers; learner and class observation; and to develop their own peer coaching skills.
Success Indicators	• Timetabled SEL sessions evidenced in each year level planners • Regular use of the suggested range of emotional wellbeing resources in each classroom • Students recognise what agency is and are able to respond positively on AToSS to a level of 72% • Teacher Concern • Pivot Survey results in relation specifically to student motivation and interest • Whole school special events/days with a mental health focus/wellbeing

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning on Teams and Organisational health and wellbeing with Andrew Jones - staff and PL meetings, planning, preparation and curriculum day. Coaching and practice orientated professional learning experiences for teams to drive the knowledge and capability development necessary for this school-wide improvement to take place.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$2,062.50 ☑ 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
School to engage a Mindful Champion to promote and lead implementation of Smiling Mind across the school. Time allocated to lead and implement two hours per week.(1 hour to meet with leadership / 1 hour to coach and mentor staff)	☑ Principal ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4		$8,000.00 ☐ 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
Implement a Middle-level/Teacher Leadership Professional Learning Program involving 6 months of professional learning workshops sessions + individual coaching support on i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices. (developed in conjunction with the principal class team and delivered through PLCs facilitated by Andrew Jones - Huddle Systems)	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4		$8,250.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2		All students to display and uphold behaviours and attitudes that reflect the school values.			

12 Month Target 2.1	To increase the school wide positive endorsement of the AtoSS factor School Connectedness (sense of belonging) from 77% in 2019 to 85% by the end of 2022.
12 Month Target 2.2	To increase the overall percentage of parents reporting positive endorsement to the Parent Opinion Survey in the Confidence and resiliency skills factor by 2%
12 Month Target 2.3	To increase the overall percentage of students assessed at or above against the Victorian Curriculum Personal and Social Capability standards from the 2021 benchmark by 5% in 2022.
KIS 1 Health and wellbeing	Embed the whole school approach to student wellbeing and behaviour.
Actions	Develop a whole-school understanding of what student voice, agency and leadership in learning looks like. Documented and consistent approach to student wellbeing and behaviour through: Implementation of Smiling Minds across the school Documented SEL program with timelines for delivery (based on RRRR) Documented start up program with timelines for delivery Development of positive behaviour expectations matrix School connectedness (sense of belonging) -
Outcomes	Smiling Mind and mindfulness practices is evident in all classrooms, SEL is routinely discussed and practiced at staff meetings and at PLCs. Teachers will: understand and be able to articulate how a schoolwide approach to student wellbeing impacts on the behaviour and wellbeing of the individual, the cohort and the community. Students will: be able to identify acceptable behaviours within the context of the schools values of Confidence, Persistence, Resilience, Independence and Respect.
Success Indicators	Improvements in Student Attitude to School data represented in AtoSS factors. A decrease in the number of reported poor behaviour incidents on COMPASS. Local sources of evidence (such as formative assessments or surveys) that demonstrate progress towards Outcomes (such as notes from meetings, lesson plans, observation notes, notes from peer observations and PLC discussions..

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Students from year 1 to year 6 will begin to use wellbeing journals with regular classroom teacher support and learning activities implemented each week and linked to the IPS SEL program along with using a common language and explicitly identifying student voice and agency opportunities.	☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$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
Celebration events : Kindness Day, Harmony Day, NAIDOC Week, Italian Day to build student understanding of culture and diversity Student leaders with support, will organise whole school events to recognise and celebrate key events. Students will be supported to recognise voice and agency as one element of these authentic learning activities.	☑ Student(s) ☑ Teacher(s) ☑ Wellbeing 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
Setting the stage for effective and seamless inter and intra school transitions through the consistent delivery of the IPS Start-Up Program across the school.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$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 |
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| Establishment of a wider variety of Student Leadership roles in order to become more inclusive and to extend student agency:

•   Junior School Council
•   Peer Leaders
•   Environmental Leaders
•   Ride to school Leaders
•   Buddies Program
•   Nude Food Leaders
•   School House System Leaders | ☑ Assistant Principal
☑ Leadership Team
☑ Principal
☑ Student(s)
☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 2 | $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 |
| Implementation of SEL program evident in team planning documents and timetabled classes. | ☑ All Staff
☑ Wellbeing Team | ☑ PLP Priority | from: Term 1 to: Term 4 | $1,500.00

☐ 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
Student Led Events - house days, sports to develop a sense of belonging	☑ Student(s) ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 2 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

KIS 2 Setting expectations and promoting inclusion	Further develop a consistent whole school approach to student social and emotional learning (including alignment with the Victorian Curriculum Personal and Social Capability).
Actions	• Record Benchmark data for 2021 • Curriculum mapping Personal and Social Capabilities across F-6 • Develop a whole school document to identify the capabilities of Recognition and Expression of Emotions within the Self Awareness and Management dimension at each year level • Explicit teaching of concepts relating to personal and social capabilities with the SEL program focusing specifically on emotional regulation and expression.
Outcomes	• Benchmarking 2021 data will give the school a starting point to more accurately measure student growth in personal and Social capabilities. • By mapping the curriculum, teachers will know what to teach and identify how and when they are teaching these capabilities. • By recognising their emotions, students will further develop their capacity to regulate emotions and thinking, and their ability to reflect and adapt.

Success Indicators	Students will be more accurately assessed against the Personal and Social Capabilities. Teacher judgement against the Personal and Social Capabilities will show a 5% growth from the 2021 data. There will be less intervention from leadership to deal with students who are struggling to regulate emotions and behaviours.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Benchmarking Personal and Social Capabilities data and monitoring growth	☑ Assessment & Reporting Coordinator	☐ 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
Explicit teaching of concepts relating to recognising and regulating emotions through: • The Smiling Mind program • IPS SEL program • RRRRs integrated into the SEL program • Regular use of student wellbeing journals • Use of visual cues to support emotional regulation for students with disabilities • Be your Best Boys and MPower Girls programs in years 3 and 5 and introducing this to the year 6 students as they missed out in the previous year due to COVID	☑ Student Wellbeing Co-ordinator ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$489.90 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Building communities	Continue to actively engage parents and the school community in supporting children's learning and wellbeing.
Actions	• Developing student confidence and resilience - actions - e.g. Smiling Mind, RRRR, • Timeline of delivery for BR Best Boys and MPower Girls in years 3 and 5 (ensuring mentoring of year 5 staff and succession planning) • Implementation of a Parent Helper Program • All classes to have a parent class rep • work closely with our PFA committee and utilise the skills and talents of our school councilors • Parent window into classroom via Dojo and also events such as Family Maths days, creation of parent learning hub with learning resources to support their child's learning at home. etc. • Community Events and Celebrations • Smiling Mind program to be rolled out into the community • Evaluate and capitalise on success communications platforms - online newsletter / website / Compass and class dojo
Outcomes	Teachers will create learning programs that reflect shared goals and values; high expectations; that contribute to a positive, safe and orderly learning environment. Students will: be able to articulate what a positive, safe and orderly learning environment looks like, sounds like and feels like.
Success Indicators	Improvements in Student Attitude to School data represented in AtoSS factors. Improvements in Parent satisfaction survey data / factors. Notes, Agenda's and Minutes of meetings held (Junior School Council, staff, PFA, School Council, Sub Committees)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Fill all vacancies on school council.	☑ Assistant Principal ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$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
Calendar of community events established that actively engage the wider school community.	☑ Assistant Principal ☑ Principal	☐ 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	
School Council to actively seek to involve parents and carers to involve themselves in supporting children's learning and wellbeing.	☑ Administration Team ☑ Assistant Principal ☑ Principal	☐ 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	

Re-instating parent-helper training and welcoming families back into school when restrictions allow Continuing to use Class Dojo to provide a window into the classroom and to develop a strong school/home partnership	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Re-introducing family learning events that welcome families into the classroom	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$13,489.90	$0.00	$13,489.90
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$13,489.90**	**$0.00**	**$13,489.90**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional learning on Teams and Organisational health and wellbeing with Andrew Jones - staff and PL meetings, planning, preparation and curriculum day. Coaching and practice orientated professional learning experiences for teams to drive the knowledge and capability development necessary for this school-wide improvement to take place.	$2,062.50
Implement a Middle-level/Teacher Leadership Professional Learning Program involving 6 months of professional learning workshops sessions + individual coaching support on i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.(developed in	$8,250.00

conjuction with the principal class team and delivered through PLCs facilitated by Andrew Jones - Huddle Systems)	
Explicit teaching of concepts relating to recognising and regulating emotions through: • The Smiling Mind program • IPS SEL program • RRRRs integrated into the SEL program • Regular use of student wellbeing journals • Use of visual cues to support emotional regulation for students with disabilities • Be your Best Boys and MPower Girls programs in years 3 and 5 and introducing this to the year 6 students as they missed out in the previous year due to COVID	$489.90
Totals	$10,802.40

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Professional learning on Teams and Organisational health and wellbeing with Andrew Jones - staff and PL meetings, planning, preparation and curriculum day. Coaching and practice orientated professional learning experiences for teams to drive the knowledge and capability development necessary for this school-wide	from: Term 1 to: Term 1	$13,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

improvement to take place.			
Implement a Middle-level/Teacher Leadership Professional Learning Program involving 6 months of professional learning workshops sessions + individual coaching support on i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.(developed in conjunction with the principal class team and delivered through PLCs facilitated by Andrew Jones - Huddle Systems)	from: Term 2 to: Term 4		
Explicit teaching of concepts relating to recognising and regulating emotions through: • The Smiling Mind program • IPS SEL program • RRRRs integrated into the SEL program • Regular use of student wellbeing journals • Use of visual cues to support emotional regulation for students with disabilities • Be your Best Boys and MPower Girls programs in years 3 and 5 and introducing this to the year 6 students as they missed out in the previous year due to COVID	from: Term 1 to: Term 4		

Totals			

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**
Professional learning on Teams and Organisational health and wellbeing with Andrew Jones - staff and PL meetings, planning, preparation and curriculum day. Coaching and practice orientated professional learning experiences for teams to drive the knowledge and capability development necessary for this school-wide improvement to take place.	from: Term 1 to: Term 1		
Explicit teaching of concepts relating to recognising and regulating emotions through: • The Smiling Mind program • IPS SEL program	from: Term 1 to: Term 4		

• RRRRs integrated into the SEL program • Regular use of student wellbeing journals • Use of visual cues to support emotional regulation for students with disabilities • Be your Best Boys and MPower Girls programs in years 3 and 5 and introducing this to the year 6 students as they missed out in the previous year due to COVID			
Totals			

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning on differentiation, including 'challenging tasks' and Number Talks	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Professional learning on Teams and Organisational health and wellbeing with Andrew Jones - staff and PL meetings, planning, preparation and curriculum day. Coaching and practice orientated professional learning experiences for teams to drive the knowledge and capability development necessary for this school-wide improvement to take place.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Leadership partners ☑ Learning Specialist ☑ Departmental resources Principal Wellbeing / Smiling Minds Program ☑ MYLNS initiative professional learning	☑ On-site
School to engage a Mindful Champion to promote and lead implementation of	☑ Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Smiling Mind across the school. Time allocated to lead and implement two hours per week.(1 hour to meet with leadership / 1 hour to coach and mentor staff)	☑ Student Wellbeing Co-ordinator	to: Term 4	☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Departmental resources Smiling Minds RRRRs	
Implement a Middle-level/Teacher Leadership Professional Learning Program involving 6 months of professional learning workshops sessions + individual coaching support on i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and iv) Enriching data and evidence practices. (developed in conjunction with the principal class team and delivered through PLCs facilitated by Andrew Jones - Huddle Systems)	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ External consultants Andrew Jones Huddle Principal Smiling Minds Program (Consultant lead) ☑ Departmental resources RRRRs Smiling Mind ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Implementation of SEL program evident in team planning documents and timetabled classes.	☑ All Staff ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site