

2024 Annual Implementation Plan

for improving student outcomes

Knox Gardens Primary School (5234)



Submitted for review by Tracy Bancroft (School Principal) on 05 March, 2024 at 12:12 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 05 March, 2024 at 12:19 PM
Endorsed by Leanne Purcell (School Council President) on 25 March, 2024 at 12:23 AM

Self-evaluation summary - 2024

Knox Gardens Primary School (5234)

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

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

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

Support and resources	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		

Future planning	<p>Overall, we are tracking well in achieving each of the goals identified in the School Strategic Plan. We have collected and analysed data from a wide variety of data sets to ascertain our progress in each of the areas.</p> <p>The school effectively implemented each of the Key Improvement strategies which resulted in varied success in relation to student outcomes.</p> <p>Results from our Attitudes to School Survey showed a decline in student engagement, particularly in our Year 4 cohort. We conducted Student Forums in each year level to discuss the results and consequently formulated wonderings and possible directions for moving forward into 2024.</p> <p>Our Voice work continued with the Quaglia Institute which further enhanced our knowledge and understanding of 'Voice'. Whilst we will not be undertaking further formal training with the Institute, our school's Voice team will now continue to deliver Professional Learning sessions to staff, embedding this work throughout the school. The school's multi faceted approaches are well and truly entrenched into our school culture and will continue to do so in the years to come.</p> <p>Next year, the school will continue to focus on the Maths Curriculum area. We will participate in Angela Rogers Professional Learning sessions to assist us in formalising our Maths Instructional Model. The Instructional Model will be trialled throughout next year. In addition, the school will continue to review and refine classroom practices in the Literacy area.</p> <p>This year we have developed a Health and Wellbeing Scope and Sequence. In 2024, we will be trialling and refining this across the school. The school will also trial the HIWS across the school. Our Allied Health team will continue to provide assistance and support to nominated students and their families across the school. They will also be involved in delivering Professional Learning sessions to staff on a wide range of topics.</p>
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Documents that support this plan	
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
<p>To maximise the learning growth and achievement for all students in Literacy and Numeracy.</p>	Yes	<p>By 2025, increase the percentage of Year 5 students above benchmark NAPLAN growth:</p> <ul style="list-style-type: none"> • Reading to 35 or above (from 29 in 2021) • Writing to 35 or above (29 in 2021) • Spelling to 35 or above (from 27 in 2021) • Numeracy to 35 or above (from 19 in 2021) 	<p>Reading to 35 or above (from 29 in 2021) Writing to 35 or above (29 in 2021) Spelling to 35 or above (from 27 in 2021) Numeracy to 35 or above (from 19 in 2021)</p>
		<p>By 2025, increase the percentage of Year 3 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 83 in 2021) • Writing to 84 or above (from 81 in 2021) • Spelling to 75 or above (from 70 in 2021) • Numeracy to 70 or above (from 64 in 2021) 	<p>Maintaining 95% of Year 3 students achieving Exceeding or Strong for Writing 88% of Year 3 students achieving Exceeding or Strong for Reading (86% in 2023) 86% of Year 3 students achieving Exceeding or Strong for Spelling (84% in 2023) 89% of Year 3 students achieving Exceeding or Strong for Numeracy (87% in 2023)</p>
		<p>By 2025, increase the percentage of Year 5 students in the top two NAPLAN bands:</p>	<p>Maintaining 97% of Year 5 students achieving Exceeding or Strong for Writing Maintaining</p>

		<ul style="list-style-type: none"> • Reading to 65 or above (from 60 in 2021) • Writing to 40 or above (from 34 in 2021) • Spelling to 55 or above (from 49 in 2021) • Numeracy to 57 or above (from 52 in 2021) 	<p>95% of Year 5 students achieving Exceeding or Strong for Reading 91% of Year 5 students achieving Exceeding or Strong for Spelling (89% in 2023) 85% of Year 5 students achieving Exceeding or Strong for Numeracy (82% in 2023)</p>
		<p>By 2025 the percentage of Prep–Year 6 students assessed against the Victorian Curriculum as being above level will be:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Reading and viewing—50 or above (from 41 in 2021 Semester 1) • Speaking and listening—40 or above (from 21 in 2021 Semester 1) • Writing—40 or above (from 28 in 2021 Semester 1) <p>Mathematics</p> <ul style="list-style-type: none"> • Number and algebra—50 or above (from 37 in 2021 Semester 1) • Measurement and geometry—50 or above (from 16 in 2021 Semester 1) • Statistics and probability—50 or above (from 9 in 2021 Semester 1) 	<p>By the end of 2024, the percentage of Prep – Year 6 students assessed against the Victorian Curriculum as being above level will be:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Reading and Viewing - 47 • Speaking and Listening - 35 • Writing – 38 <p>Numeracy</p> <ul style="list-style-type: none"> • Number and Algebra – 46 • Measurement and Geometry – 45 • Statistics and Probability – 40
To enhance the wellbeing of all students.	Yes	<p>By 2025, the per cent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Teacher communication—80 or above (from 73 in 2020) • School communication—85 or above (from 80 in 2020) • Confidence and resiliency skills—85 or above (from 81 in 2020) • Student motivation and support—85 or above (from 78 in 2020) 	<p>By the end of 2024, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Teacher Communication – 78 • School Communication – 83 • Confidence and Resilience Skills – 84 • Student Motivation and Support – 84
		<p>By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Teacher concern—86 or above (from 81 in 2021) • Emotional awareness and regulation—85 or above (from 77 in 2021) • Managing bullying—90 or above (from 89 in 2021) • Respect for diversity—90 or above (from 88 in 2021) 	<p>By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be:</p> <ul style="list-style-type: none"> • Teacher Concern – 84 • Emotional Awareness and Regulation – 83 • Managing Bullying – 90 • Respect for Diversity – 90

To deepen learner voice and strengthen agency.	Yes	By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be: <ul style="list-style-type: none"> • Student voice and agency—85 or above (from 78 in 2021) • Sense of confidence—86 or above (from 81 in 2021) • Motivation & interest—90 or above (from 85 in 2021) • Perseverance—85 or above (from 80 in 2021) • Effort—90 or above (from 86 in 2021) 	By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be: • Student Voice and Agency – 85• Sense of Confidence – 84• Motivation and Interest – 89• Perseverance – 84• Effort – 89
		By 2025, the per cent positive endorsement on the SSS will be: <ul style="list-style-type: none"> • Use student feedback to improve practice—75 or above (from 68 in 2021) • Promote student ownership of learning goals—90 or above (from 84 in 2021) 	By the end of 2024, the percent positive endorsement on the SSS will be:• Use Teacher Feedback to Improve Practice – 74• Promote Student Ownership of Learning Goals – 89

Goal 2	To maximise the learning growth and achievement for all students in Literacy and Numeracy.
12-month target 2.1-month target	Reading to 35 or above (from 29 in 2021) Writing to 35 or above (29 in 2021) Spelling to 35 or above (from 27 in 2021) Numeracy to 35 or above (from 19 in 2021)
12-month target 2.2-month target	Maintaining 95% of Year 3 students achieving Exceeding or Strong for Writing 88% of Year 3 students achieving Exceeding or Strong for Reading (86% in 2023) 86% of Year 3 students achieving Exceeding or Strong for Spelling (84% in 2023) 89% of Year 3 students achieving Exceeding or Strong for Numeracy (87% in 2023)
12-month target 2.3-month target	Maintaining 97% of Year 5 students achieving Exceeding or Strong for Writing Maintaining 95% of Year 5 students achieving Exceeding or Strong for Reading 91% of Year 5 students achieving Exceeding or Strong for Spelling (89% in 2023) 85% of Year 5 students achieving Exceeding or Strong for Numeracy (82% in 2023)
12-month target 2.4-month target	By the end of 2024, the percentage of Prep – Year 6 students assessed against the Victorian Curriculum as being above level will be:

	<p>Literacy</p> <ul style="list-style-type: none"> • Reading and Viewing - 47 • Speaking and Listening - 35 • Writing – 38 <p>Numeracy</p> <ul style="list-style-type: none"> • Number and Algebra – 46 • Measurement and Geometry – 45 • Statistics and Probability – 40 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build teacher and team capability to effectively moderate and utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.	Yes
KIS 2.b Excellence in teaching and learning	Develop and implement guidelines for consistent whole school approaches to the delivery of the instructional model.	Yes
KIS 2.c Excellence in teaching and learning	Embed the school's professional learning community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Teams will continue to plan and collaborate with each other, they will continue to work in their weekly PLC's looking at data and differentiating for their students. We have employed a Learning Specialist who will be closely working with teams during their planning sessions and facilitating their PLC's. We will consolidate the learning we have done with MAV in 2023, differentiating for our Maths Learners by using Open Ended Maths problems. Ensure that Learning Intentions and Success Criteria (differentiated) are being developed consistently across all year levels</p> <ul style="list-style-type: none"> . Formalise assessment schedules -English and Maths . Deliver Professional Learning sessions relating to data: collecting and analysing... data triangulation . Formalise moderation process, both within and across year levels . PLC Meetings - Looking at different sets of data - differentiation . Utilise the NAPLAN writing assessment criteria . Formalise a process for developing Learning Goals with the students . Provide Professional Learning for Team Leaders. 	

	<p>. Formalise a Data Wall - English and Maths As a Leadership Team, we will be having once a term meetings with Teams to discuss student cohort data.</p>	
Goal 3	To enhance the wellbeing of all students.	
12-month target 3.1-month target	<p>By the end of 2024, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Teacher Communication – 78 • School Communication – 83 • Confidence and Resilience Skills – 84 • Student Motivation and Support – 84 	
12-month target 3.2-month target	<p>By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be:</p> <ul style="list-style-type: none"> • Teacher Concern – 84 • Emotional Awareness and Regulation – 83 • Managing Bullying – 90 • Respect for Diversity – 90 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Introduce and embed the Respectful Relationships program to ensure a comprehensive wellbeing approach which enables students to develop the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.	Yes
KIS 3.b Community engagement in learning	Develop inclusive practices with families to further enhance student learning and wellbeing.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The school will continue to imbed the Respectful Relationships program in all year levels, teaching regular lessons and imbedding the value of respect across the school. Relationships between school and families will be enhanced by providing families with ongoing continuous reporting in the form of Learning Tasks and regular SSG meetings. We will also investigate further ways to enhance the relationships between school and families, with the aim of improving student learning and wellbeing. The Wellbeing Team and staff will complete and review the Wellbeing Scope and Sequence document, to ensure lessons that are being covered are selected according to point of need, and utilising AToSS data to inform the lessons selected.</p>	
<p>Goal 4</p>	<p>To deepen learner voice and strengthen agency.</p>	
<p>12-month target 4.1-month target</p>	<p>By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be:</p> <ul style="list-style-type: none"> • Student Voice and Agency – 85 • Sense of Confidence – 84 • Motivation and Interest – 89 • Perseverance – 84 • Effort – 89 	
<p>12-month target 4.2-month target</p>	<p>By the end of 2024, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Use Teacher Feedback to Improve Practice – 74 • Promote Student Ownership of Learning Goals – 89 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 4.a Positive climate for learning</p>	<p>Build teacher capacity to fully activate learner voice and agency.</p>	<p>Yes</p>
<p>KIS 4.b Positive climate for learning</p>	<p>Embed a whole-school strategy for students to build their capacity to set challenging learning goals, track progress and monitor their own learning growth.</p>	<p>Yes</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

The school will continue to focus on collaborative and differentiated goal setting which will attend more effectively to student ownership of learning. We will aim to increase teacher capacity in involving students in setting learning goals and designing rubrics. Further professional learning in promoting learner agency will support our teachers' ability to encourage our students to take greater ownership in their learning, ultimately strengthening their participation and engagement in school. The school will develop protocols for both tracking and monitoring learning goals.

Define actions, outcomes, success indicators and activities

Goal 2	To maximise the learning growth and achievement for all students in Literacy and Numeracy.
12-month target 2.1 target	Reading to 35 or above (from 29 in 2021) Writing to 35 or above (29 in 2021) Spelling to 35 or above (from 27 in 2021) Numeracy to 35 or above (from 19 in 2021)
12-month target 2.2 target	Maintaining 95% of Year 3 students achieving Exceeding or Strong for Writing 88% of Year 3 students achieving Exceeding or Strong for Reading (86% in 2023) 86% of Year 3 students achieving Exceeding or Strong for Spelling (84% in 2023) 89% of Year 3 students achieving Exceeding or Strong for Numeracy (87% in 2023)
12-month target 2.3 target	Maintaining 97% of Year 5 students achieving Exceeding or Strong for Writing Maintaining 95% of Year 5 students achieving Exceeding or Strong for Reading 91% of Year 5 students achieving Exceeding or Strong for Spelling (89% in 2023) 85% of Year 5 students achieving Exceeding or Strong for Numeracy (82% in 2023)
12-month target 2.4 target	By the end of 2024, the percentage of Prep – Year 6 students assessed against the Victorian Curriculum as being above level will be: Literacy <ul style="list-style-type: none"> • Reading and Viewing - 47 • Speaking and Listening - 35 • Writing – 38 Numeracy <ul style="list-style-type: none"> • Number and Algebra – 46 • Measurement and Geometry – 45 • Statistics and Probability – 40
KIS 2.a Evaluating impact on learning	Build teacher and team capability to effectively moderate and utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.

Actions	<p>Deliver Professional Learning sessions relating to data and differentiation: collecting and analysing... data triangulation</p> <ul style="list-style-type: none"> . Formalise moderation process, both within and across year levels . PLC Meetings - Looking at different sets of data - differentiation . Utilise the NAPLAN writing assessment criteria <p>-Consolidate the learning that we have done on Open Ended Maths problems in 2023 with MAV and using these tasks to differentiate for our learners.</p> <p>-Provide teachers with PL about the New Victorian Curriculum and work on mapping out this Curriculum ready for 2025.</p> <p>-Provide PL with Angela Rogers from The Numeracy Academy to build capacity on teaching Numeracy.</p>				
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Learning Specialist to deliver Professional Learning sessions and to provide coaching opportunities for all staff to develop capacity in delivering a differentiated curriculum . Plan a Curriculum Day - with a Collaboration Focus . Appoint a Learning Specialist to oversee the development of strategies to assist in improving outcomes in Maths . Work with Team Leaders to build their capacity on leading teams and collaboration . Participate in regular Team Leaders' Meetings throughout the year <p>Teachers will:</p> <ul style="list-style-type: none"> . Attend Professional Learning sessions to enhance their capacity to deliver engaging and differentiated sessions . Consolidate skills in delivering Open Ended Maths Problems . Consolidate skills in creating Learning Goals for students . Participate in Coaching sessions relating to the delivery of English and Maths sessions . Collaborate and plan in Teams to build teacher efficacy and a shared responsibility for all students in their levels. <p>Students will:</p> <ul style="list-style-type: none"> . Participate in Open Ended Maths problems . Utilise the Learning Intentions and Success Criteria to develop a deeper understanding of their learning . Develop and reflect on Learning Goals <p>-Continue to participate in Readers' and Writers' Workshops</p>				
Success Indicators	<ul style="list-style-type: none"> . Improved student results in English and Maths . Improved outcomes in the Attitude to Schools Survey 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Provide Professional Learning for staff relating to data analysis and curriculum differentiation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Provide ongoing Professional Learning for teachers through The Numeracy Academy with Angela Rogers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,299.00 <input checked="" type="checkbox"/> Other funding will be used
Provide Professional Learning for teachers on the new Victorian Curriculum	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Appoint an experienced teacher to oversee the Tutor Learning Initiative.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,525.40 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2.b Building practice excellence	Develop and implement guidelines for consistent whole school approaches to the delivery of the instructional model.
Actions	Implementation of our new Maths Instructional Model and continued implementation of our Readers' and Writers' Workshops Instructional Models
Outcomes	Leaders will: . Learning Specialist to deliver Professional Learning sessions and to provide coaching opportunities for all staff to develop capacity in delivering the Instructional Models . Do Learning Walks with a focus on our Priorities in our AIP . Appoint a Learning Specialist to oversee the development of strategies to assist in improving outcomes in Maths Teachers will:

	<ul style="list-style-type: none"> . Continue to implement our new Maths Instructional Model and consolidate everyone's skills on delivery Readers' and Writers' Workshops . Consolidate skills in delivering Open Ended Maths Problems . Consolidate skills in creating Learning Goals for students . Participate in Coaching sessions with our Learning Specialist relating to the delivery of English and Maths sessions <p>Students will:</p> <ul style="list-style-type: none"> . Participate in Open Ended Maths problems . Utilise the Learning Intentions and Success Criteria to develop a deeper understanding of their learning . Develop and reflect on Learning Goals -Participate in Maths lessons that are differentiated and follow our Instructional Model - Continue to participate in weekly Readers' and Writers' Workshops 			
Success Indicators	. Improved student results in English and Maths			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Walks from the Leadership Team focusing on priorities in our AIP	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Ongoing coaching in PLC's and planning sessions from our Learning Specialist on how to implement our Instructional Models	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
KIS 2.c Building practice excellence	Embed the school's professional learning community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback.			
Actions	<ul style="list-style-type: none"> . Provide Professional Learning for Team Leaders. - Tracey Ezard Whole School PL day for teachers on Collaboration 			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Plan a Curriculum Day - with a Collaboration Focus . Work with Team Leaders to build their capacity on leading teams and collaboration . Participate in regular Team Leaders' Meetings throughout the year <p>Teachers will:</p> <ul style="list-style-type: none"> . Attend Professional Learning sessions to enhance their capacity to collaborate effectively and to deliver engaging and differentiated sessions . Collaborate and plan in Teams to build teacher efficacy and a shared responsibility for all students in their levels. 			
Success Indicators	<ul style="list-style-type: none"> . Improved student results in English and Maths . Improved outcomes in the Attitude to Schools Survey 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole School Professional Learning day with Tracey Ezard	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,500.00 <input checked="" type="checkbox"/> Other funding will be used
Team Leaders Day to start work on our Collaboration focus	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,425.81 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To enhance the wellbeing of all students.			
12-month target 3.1 target	<p>By the end of 2024, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Teacher Communication – 78 • School Communication – 83 • Confidence and Resilience Skills – 84 • Student Motivation and Support – 84 			

12-month target 3.2 target	<p>By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be:</p> <ul style="list-style-type: none"> • Teacher Concern – 84 • Emotional Awareness and Regulation – 83 • Managing Bullying – 90 • Respect for Diversity – 90
KIS 3.a Health and wellbeing	<p>Introduce and embed the Respectful Relationships program to ensure a comprehensive wellbeing approach which enables students to develop the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.</p>
Actions	<ul style="list-style-type: none"> . Continue embedding the Respectful Relationships (RR) Program throughout the school, as documented in the Whole School Wellbeing Scope and Sequence. . Deliver Professional Learning sessions to staff. . Conduct regular discussions with staff, students and families on safety, gender equality, respectful relationships, discrimination and harassment.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Demonstrate the skills and confidence required to plan and embed a whole school approach to Respectful Relationships and gender equality . Allocate RR funding and other appropriate resources to the promotion of gender equality and RR . Provide staff meeting time to deliver Professional Learning sessions throughout the year . Continue to provide a senior staff member to ensure that activities on gender equality and respectful relationships are coordinated in our school. . Continue to guide and support staff with the implementation of the Respectful Relationships Program . Ensure that classrooms and shared spaces are organised to enable and promote social interaction and integration <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in Respectful Relationships Professional Learning sessions Complete relevant staff surveys Deliver student surveys to their students Develop their confidence through delivering fortnightly Respectful Relationships lessons to their students, using the provided teaching resources <p>Students will:</p>

	Participate in student surveys Engage in fortnightly Respectful Relationships lessons delivered by their classroom teacher			
Success Indicators	. Baseline data collected for students, staff and school community . Achieve AToSS survey targets			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to provide a Staff member to oversee the Respectful Relationships program	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Parents and carers as partners	Develop inclusive practices with families to further enhance student learning and wellbeing.			
Actions	<ul style="list-style-type: none"> * Continue to provide continuous reporting to parents through online Learning Tasks * Select, purchase and implement mental health and wellbeing programs that best meet the needs of our students * Appoint an experienced teacher to oversee Well-being initiatives within the school * Oversee and liaise with our School Psychologist, Speech Pathologist and Occupational Therapist on-site to support the Disability Inclusion Scheme (DIS) and National Disability Insurance Scheme (NDIS) funded students with weekly therapy sessions * Hold regular SSG meetings for Disability Inclusion students. Introduce Social Skills Groups - delivered by School Psychologist to support students 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Allocate funding and other appropriate resources to the promotion of wellbeing and inclusion programs . Appoint a senior staff member to oversee wellbeing, ensuring families are supported . Implement the Department's Mental Health in School's Initiative - support staff and students in implementing these initiatives . Select, purchase and implement mental health and wellbeing programs that best meet the needs of our students . Guide and support staff with the implementation of Wellbeing programs . Implement the Respectful Relationships Initiative 			

	<ul style="list-style-type: none"> . Employ a School Psychologist, Speech Pathologist and Occupational Therapist . Regularly liaise with Psychologist, Speech Pathologist and Occupational Therapist . Support parents in accessing Health Care Plans for vulnerable students . Utilise the school's Psychologist, Speech Pathologist and Occupational Therapist to assist in developing Disability Inclusion Profiles <p>Teachers will:</p> <ul style="list-style-type: none"> . Utilise and provide feedback on the Wellbeing Scope and Sequence document . Participate in Professional learning sessions relating to the Department's mental health Initiative. . Implement Mental Health initiatives throughout the year . Identify and refer students for screening assessments - Psychologist, Speech Pathologist and Occupational Therapist . Liaise with Psychologist, Speech Pathologist and Occupational Therapist for information and strategies relating to students in their classes to gain a greater understanding of students with special needs . Utilise information gained from Respectful Relationships Professional Learning. . Seek out opportunities to invite parents into the classroom to view student learning <p>Students will:</p> <ul style="list-style-type: none"> . Participate in student surveys where necessary . Continue to engage in regular Wellbeing lessons delivered by their classroom teacher (Respectful Relationships, Friendology, Cyber Safety Project) . Be involved in the School's mental health initiatives - Cyber Safety, URSTRONG, Bullying and Respectful Relationships . Participate in individual/group therapy sessions with Psychologist/Speech Pathologist/Occupational Therapist . Participate in Social Skills sessions to develop strategies for engaging in social interactions with peers 			
Success Indicators	<ul style="list-style-type: none"> . Achieve AToSS survey targets . Documentation from Group Therapy and Social Skills sessions - Psychologist, Speech Pathologist, Occupational Therapist . Comprehensive Disability Inclusion Profiles to be formulated for identified students . Students engaging in more appropriate play in the yard . Fewer incidents of student behavioral issues in the yard . Improved student learning outcomes for PSD/DIS and NDIS students 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ a Psychologist and Speech Pathologist to provide both individual and group therapy sessions.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$70,400.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue delivering Social Skills Groups - Employ and Psychologist to deliver Social Skills sessions to support students in developing strategies for engaging in Social Interactions with peers.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,200.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Appoint an Experienced Teacher to oversee the School's Mental Health Initiative.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Register for various Programs from the School's Mental Health Menu	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,352.13 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To deepen learner voice and strengthen agency.			
12-month target 4.1 target	By the end of 2024, the percent positive endorsement on the AToSS for Years 4 – 6 will be: <ul style="list-style-type: none"> • Student Voice and Agency – 85 • Sense of Confidence – 84 • Motivation and Interest – 89 • Perseverance – 84 			

	<ul style="list-style-type: none"> Effort – 89
12-month target 4.2 target	<p>By the end of 2024, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> Use Teacher Feedback to Improve Practice – 74 Promote Student Ownership of Learning Goals – 89
KIS 4.a Empowering students and building school pride	Build teacher capacity to fully activate learner voice and agency.
Actions	<ul style="list-style-type: none"> . Appoint a Leader to oversee the implementation of Voice throughout the school . Deliver Professional Learning sessions with all teaching staff on a regular basis throughout the year . Develop and deliver student and staff surveys to collect data to guide future learning . Compile all Student Voice resources on the Compass School Resources page for staff access . SRC to make presentations at school assemblies about Voice . Classroom teachers to incorporate Voice sessions or students into weekly planning documentation
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Provide staff meeting time to deliver Professional Learning sessions throughout the year . Allocate the resources required to participate in the four Professional Learning sessions <p>Teachers will:</p> <ul style="list-style-type: none"> . Participate in Voice and Agency Professional Learning sessions . Complete relevant staff surveys . Deliver student surveys to their students . Implement Voice in the curriculum <p>Students will:</p> <ul style="list-style-type: none"> . Participate in student surveys . Engage in Voice lessons delivered by their classroom teacher . Make presentations at school assemblies

Success Indicators	<ul style="list-style-type: none"> . AToSS survey results . Staff Survey Results . School Survey Results - based on Quaglia surveys 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Regular Professional learning sessions delivered at Staff meetings by Voice Team Leader.	☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 4.b Intellectual engagement and self-awareness	Embed a whole-school strategy for students to build their capacity to set challenging learning goals, track progress and monitor their own learning growth.			
Actions	<ul style="list-style-type: none"> - Continue to provide PL sessions with staff around creating individual student goals and how students can be monitoring their own learning growth - Continue to ensure that individual goals are being created for each student in Reading, Writing and Number - Senior school staff to work with their students on developing Rubrics for their learning tasks and setting their own individual learning goals. - Voice Team will continue to provide support and guidance to teams 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> . Provide staff meeting time to deliver Professional Learning sessions throughout the year . Meet with Team leaders to monitor progress . Voice Team Leader to oversee progress and liaise with Leadership Team <p>Teachers will:</p> <ul style="list-style-type: none"> . Participate in Professional Learning sessions . Ensure individual student goals are set in Reading, Writing and Number . Monitor student progress on their individual goals . Create assessment Rubrics with senior school students 			

	Students will: <ul style="list-style-type: none"> . Participate in creating and evaluating their individual goals in Reading, Writing and Number . Use assessment Rubrics to evaluate their learning growth . Continually review and update their learning goals as they are achieved 			
Success Indicators	Assessment Rubrics Individual Student Goals tracked throughout the year			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PL sessions with staff on Goal Setting for students	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$24,355.10	\$9,525.40	\$14,829.70
Disability Inclusion Tier 2 Funding	\$171,309.56	\$105,200.00	\$66,109.56
Schools Mental Health Fund and Menu	\$58,764.43	\$58,764.43	\$0.00
Total	\$254,429.09	\$173,489.83	\$80,939.26

Activities and milestones – Total Budget

Activities and milestones	Budget
Appoint an experienced teacher to oversee the Tutor Learning Initiative.	\$9,525.40
Continue to provide a Staff member to oversee the Respectful Relationships program	\$0.00
Employ a Psychologist and Speech Pathologist to provide both individual and group therapy sessions.	\$70,400.00
Continue delivering Social Skills Groups - Employ and Psychologist to deliver Social Skills sessions to support students in developing strategies for engaging in Social Interactions with peers.	\$35,200.00
Appoint an Experienced Teacher to oversee the School's Mental Health Initiative.	\$11,500.00
Register for various Programs from the School's Mental Health Menu	\$37,352.13
Totals	\$163,977.53

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint an experienced teacher to oversee the Tutor Learning Initiative.	from: Term 1 to: Term 4	\$9,525.40	<input checked="" type="checkbox"/> School-based staffing
Totals		\$9,525.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Psychologist and Speech Pathologist to provide both individual and group therapy sessions.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability •
Continue delivering Social Skills Groups - Employ and Psychologist to deliver Social Skills sessions to support students in developing strategies for engaging in Social Interactions with peers.	from: Term 1 to: Term 4	\$35,200.00	<input checked="" type="checkbox"/> Other workforces to support students with disability •
Totals		\$105,200.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue to provide a Staff member to oversee the Respectful Relationships program	from: Term 1 to: Term 4		
Appoint an Experienced Teacher to oversee the School's Mental Health Initiative.	from: Term 1 to: Term 4	\$21,412.30	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Register for various Programs from the School's Mental Health Menu	from: Term 1 to: Term 4	\$37,352.13	<input checked="" type="checkbox"/> UR Strong Workshops
Totals		\$58,764.43	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide Professional Learning for staff relating to data analysis and curriculum differentiation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide ongoing Professional Learning for teachers through The Numeracy Academy with Angela Rogers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Provide Professional Learning for teachers on the new Victorian Curriculum	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Learning Walks from the Leadership Team focusing on priorities in our AIP	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Ongoing coaching in PLC's and planning sessions from our Learning Specialist on how to implement our Instructional Models	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Whole School Professional Learning day with Tracey Ezard	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Tracy Ezzard	<input checked="" type="checkbox"/> On-site
Team Leaders Day to start work on our Collaboration focus	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Regular Professional learning sessions delivered at Staff meetings by Voice Team Leader.	<input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site