**2024 Annual Implementation Plan**

Submitted for review by Jane Brayshaw (School Principal) on 12 February, 2024 at 10:22 AM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 15 February, 2024 at 12:00 PM  
Endorsed by Daniel Steadman (School Council President) on 08 March, 2024 at 01:56 PM

**for improving student outcomes**

Morang South Primary School (1975)



**Self-evaluation summary - 2024**

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|  | FISO 2.0 dimensions | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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| **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 |

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| **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 |

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| **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 |

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| **Future planning** | As we are in the review stage of our SSP, our targets for 2024 and the proceeding 4 years will be based on the discussions had with our reviewers. As we know it, an increased awareness of the Writing Instructional Model and clarity each component is a goal over the next four years. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | No | Support for the priorities |  |
| Maximise student learning growth for all students in literacy and numeracy | Yes | NAPLAN proficiency levels:  a. Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels:   * in Reading from 72% (2023) to 78% in 2027 * in Writing from 72% (2023) to 78% in 2027 * in Numeracy from 62% (2023) to 68% in 2027   b. Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels:   * in Reading from 72% (2023) to 78% in 2027 * in Writing from 78% (2023) to 84% in 2027 * in Numeracy from 61% (2023) to 67% in 2027 | Year 3a. Increase the % of students in the strong/exceeding category: -in Reading from 72% (2023) to 74% in 2024-in Writing from 72% (2023) to 74% in 2024-in Numeracy from 62% (2023) to 66% in 2024Year 5b. Increase the % of students in the strong/exceeding category: -in Reading from 72% (2023) to 74% in 2024-in Writing from 78% (2023) to 80% in 2024-in Numeracy from 61% (2023) to 63% in 2024 |
| NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available. | By 2025, a NAPLAN target for above expected learning growth will be confirmed. |
| By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in:  a. English   * be maintained in Reading and viewing at 32% (2022) * increase in Writing from 16% (2022) to 25%   b. Mathematics   * increase in Number and Algebra from 22% (2022) to 26% | By 2024, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels:a. English- be maintained in Reading at 32% (2022) - increase in Writing from 16% (2022) to 18%b. Mathematics- increase in Number and Algebra from 22%( 2022) to 24% |
| By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:   * Academic emphasis from 63 % (2022) to 70% * Teacher collaboration 59% (2022) to 70% * Collective efficacy 63% (2022) to 70% | By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:-Academic emphasis from 63% to 65%-Teacher collaboration 59% to 62%-Collective efficacy maintained at 77% (2023) |
| To improve student engagement and wellbeing | Yes | By 2027, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:   * Student voice and agency from 68% (2022) to 75% * Perseverance from 67% (2022) to 75% * Sense of connectedness from 70% (2022) to 78% | By 2024, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:-Student voice and agency from 68% to 72%-Perseverance to be maintained at 79% (2023)-Sense of connectedness from 70% to 75% |
| By 2027, improve the percentage of positive endorsement on School Staff Survey for the components:   * Use student feedback to improve practice from 78% (2022) to 82% * Collaborate to scaffold student learning from 70% (2022) to 78% * Trust in students and parents from 62% (2022) to 70% | By 2024, improve the percentage of positive endorsement on School Staff Survey for the components:-Use student feedback to improve practice from 78% to 80%-Collaborate to scaffold student learning from 70% to 78%-Trust in students and parents from 62% to 64% |
| By 2027, reduce the percentage of students with 20 or more absence days from 49% in 2022 to 25% | By 2024, reduce the percentage of students with 20 or more absence days.-From 49% in 2022 to 35% |

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| Goal 2 | **Maximise student learning growth for all students in literacy and numeracy** | |
| 12-month target 2.1-month target | Year 3 a. Increase the % of students in the strong/exceeding category:   -in Reading from 72% (2023) to 74% in 2024 -in Writing from 72% (2023) to 74% in 2024 -in Numeracy from 62% (2023) to 66% in 2024  Year 5 b. Increase the % of students in the strong/exceeding category:   -in Reading from 72% (2023) to 74% in 2024 -in Writing from 78% (2023) to 80% in 2024 -in Numeracy from 61% (2023) to 63% in 2024 | |
| 12-month target 2.2-month target | By 2025, a NAPLAN target for above expected learning growth will be confirmed. | |
| 12-month target 2.3-month target | By 2024, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels:  a. English  - be maintained in Reading at 32% (2022)  - increase in Writing from 16% (2022) to 18%  b. Mathematics - increase in Number and Algebra from 22%( 2022) to 24% | |
| 12-month target 2.4-month target | By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:  -Academic emphasis from 63% to 65% -Teacher collaboration 59% to 62% -Collective efficacy maintained at 77% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Build the capacity of middle leaders to lead effective PLCs | Yes |
| **KIS 2.b**  Teaching and learning | Support staff to embed evidence-based instructional and assessment practices through PLC | Yes |
| **KIS 2.c**  Teaching and learning | Strengthen differentiated learning opportunities, inclusive of high ability students | 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. | Analysis of the school’s NAPLAN data indicated declining levels of students in the top two bands in reading and writing for Year 5. Percentages in the Exceeding proficiency in 2023 were also low and below similar schools. Year 3 results for writing in 2023 had declined and were well below similar schools. Few students were in the Exceeding proficiency in 2023 for writing and numeracy. Implementation of these KIS, will be supported by further embedding the work of the Professional Learning Communities initiative. This includes new structures for privileged time for collaborative planning. A focus on building middle leaders' capacity in using PLCs practices to improve differentiated learning, improve analysis and use of data, and promote a culture of continuous improvement, will drive practice forward. This collaborative approach will not only strengthen instructional strategies but also promote a cohesive vision for student success. Simultaneously, our focus on differentiated learning recognizes diverse student needs and aims to tailor instruction accordingly, including extension for higher ability students. Equipping middle leaders with these skills will contribute to them supporting increased student engagement, and academic achievement, aligning with our broader goal of creating a supportive and student-centred learning community. | |
| Goal 3 | **To improve student engagement and wellbeing** | |
| 12-month target 3.1-month target | By 2024, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:  -Student voice and agency from 68% to 72% -Perseverance to be maintained at 79% (2023) -Sense of connectedness from 70% to 75% | |
| 12-month target 3.2-month target | By 2024, improve the percentage of positive endorsement on School Staff Survey for the components:  -Use student feedback to improve practice from 78% to 80% -Collaborate to scaffold student learning from 70% to 78% -Trust in students and parents from 62% to 64% | |
| 12-month target 3.3-month target | By 2024, reduce the percentage of students with 20 or more absence days.  -From 49% in 2022 to 35% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Engagement | Deepen the whole school approach to understanding and applying student agency | Yes |
| **KIS 3.b**  Engagement | Support students to develop the skills and capabilities to positively impact wellbeing and attendance | 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. | Student voice and agency was a factor in the AtoSS that was identified for improvement due to low levels in comparison to similar schools, therefore, our goal is to deepen the school-wide understanding and application of student agency. This was validated through discussions with representative students during the School Review, where it was identified that ‘agency’ is inconsistently understood by both staff and students.  In addressing this, we aim to further develop student access to timely feedback and reporting on their progress and learning goals. We recognise that enhancing students' agency involves empowering them to actively contribute to this process in timely ways.We aim to develop an approach through the implementation of the DI program that aligns with our broader vision of creating an inclusive and student-centred learning environment, where students thrive. We aspire to promote a sense of ownership and engagement, ultimately contributing to improved wellbeing, attendance, and overall educational outcomes for our students. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Maximise student learning growth for all students in literacy and numeracy | | | | |
| 12-month target 2.1 target | Year 3 a. Increase the % of students in the strong/exceeding category:   -in Reading from 72% (2023) to 74% in 2024 -in Writing from 72% (2023) to 74% in 2024 -in Numeracy from 62% (2023) to 66% in 2024  Year 5 b. Increase the % of students in the strong/exceeding category:   -in Reading from 72% (2023) to 74% in 2024 -in Writing from 78% (2023) to 80% in 2024 -in Numeracy from 61% (2023) to 63% in 2024 | | | | |
| 12-month target 2.2 target | By 2025, a NAPLAN target for above expected learning growth will be confirmed. | | | | |
| 12-month target 2.3 target | By 2024, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels:  a. English  - be maintained in Reading at 32% (2022)  - increase in Writing from 16% (2022) to 18%  b. Mathematics - increase in Number and Algebra from 22%( 2022) to 24% | | | | |
| 12-month target 2.4 target | By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:  -Academic emphasis from 63% to 65% -Teacher collaboration 59% to 62% -Collective efficacy maintained at 77% (2023) | | | | |
| KIS 2.a 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 | Build the capacity of middle leaders to lead effective PLCs | | | | |
| **Actions** | Enhance the school-wide commitment to implementing PLC structures and methodologies | | | | |
| **Outcomes** | Outcomes:  Students will: -have an increased understanding of their learning goals -have agency in identifying next steps for learning  Teachers will: -develop knowledge and understanding of data sets -develop knowledge and understanding of formative data practices and use it to inform teaching  SIT Members will: -become skilled in utilising the methodologies of PLC’s to drive improvement -lead PLC work on use of data sets, formative assessment and student feedback for improved student outcomes -engage with regional data coaches/PLC coaches -led the teams in data-based improvement initiatives related to writing and maths practices  Leaders will: -ensure that there is a weekly dedicated time for PLC work -support professional learning development and upskilling of SIT leaders in data literacy and PLC implementation | | | | |
| **Success Indicators** | -Timetabled 2 hour block for dedicated planning and PLC time within the school week -Planning documentation will show use of formative assessment -SIT minutes will show professional dialogue and engagement regarding analysis of data and consideration of best PLC practice -Student achievement data will increase in writing and numeracy -SSS factors for academic emphasis, teacher collaboration and collective efficacy with be maintained or increase | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Leadership to establish new timetable that incorporates dedicated PLC planning | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🗹 Other funding will be used |
| SIT members lead weekly PLC meeting across cohort teams | | 🗹 Assistant principal  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| Development of fortnightly SIT meetings focused on analysis and use of target groups from data, and whole-school instructional and lesson models | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Engagement with DoE Data Literacy Coaches | | 🗹 Assistant principal  🗹 Data leader  🗹 Principal  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $4,000.00  🗹 Equity funding will be used |
| Engagement with DoE PLC Coaches | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal  🗹 School improvement team | 🗹 PLP Priority | from: Term 3  to: Term 4 | $4,000.00  🗹 Other funding will be used |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Support staff to embed evidence-based instructional and assessment practices through PLC | | | | |
| **Actions** | Strength staff knowledge and understanding of sound pedagogical approaches in numeracy and writing. | | | | |
| **Outcomes** | Students will: -engage with content and skills through use of high quality teaching practices -develop higher level numeracy proficiencies involving reasoning and problem solving -develop understanding and use of elements related to writer's craft  Teachers will: -use evidence-based writing approaches based on the MSPS Writing model -use evidence-based numeracy approaches based the MSPS Mathematics model -collaborate and plan to develop high quality curriculum and pedagogical practices -using formative assessment data to inform planning -collaborate with colleagues to improve practice, including use of peer observation approaches  Leaders will: -support staff to improve their literacy and numeracy approaches based on current research and best practice -oversee the utilisation of MSPS instruction and lesson models for induction and consistency. | | | | |
| **Success Indicators** | -Planning documents reflect differentiation practices based on student point of need -Staff will have improved knowledge and capabilities in use of whole school instructional practices  -Students will show improved achievement and growth against NAPLAN and PAT Assessment targets and indicators | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| English ALT to review instructional model of writing and to strengthen the model based on current research and best practice | | 🗹 Learning specialist(s)  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🗹 Other funding will be used |
| Maths ALT to consolidate the numeracy instructional model | | 🗹 Learning specialist(s)  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| SIT to conduct scheduled and focused Learning Walks understanding the students perspective | | 🗹 Assistant principal  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 3  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Development of the Learning Hubs professional learning approach | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen differentiated learning opportunities, inclusive of high ability students | | | | |
| **Actions** | Strengthening whole school approaches in the provision of differentiated learning opportunities for all students | | | | |
| **Outcomes** | Students will: -be challenged at zone of proximal development -be provided opportunity for student voice in their goals and educational program -have agency in lessons to independently be able to improve their learning  Teachers will: -effectively plan and document for differentiated learning within the classroom -effectively co-construct ILWPs using DI protocols, including for Tier 2 students -engage in professional learning and PLCs related to providing for the scope of needs of students for improved outcomes -identified students from data for targeted support and extension programs  Leaders will: -provide time for staff training in the new DI model, including a focus on the differentiation provisions for Tier 2 and Tier 3 students -provide time for staff to develop a new ILWP format which follow the requirements of the DI program -provide Learning Specialists with time to support staff on inclusion of differentiation strategies in ILWPs for Tier 2 and Tier 3 students -work with intervention and extension teachers to timetable programs | | | | |
| **Success Indicators** | -Timetabled Maths Extension for higher ability students -Timetable Reading Intervention and Numeracy Intervention for students performing below expected level -Curriculum documentation will show use of differentiation to cater for needs of higher ability and below expected level students -Student achievement data will increase in writing and numeracy -Whole School common practices related to DI will be documented and utilised -Staff will have improved knowledge and capabilities in use of instructional practices related to differentiation -SSS factors for academic emphasis, teacher collaboration and collective efficacy with be maintained or increase | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Curriculum Day with focus on new DI program and associated processes | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $500.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| DI Coordinator dedicated time to provide support to LS and teachers on DI processes, and associated differentiation strategies | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| LS coaching staff in the implementation of quality practices related to providing differentiation for students under Tier 2 and Tier 3 status | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $12,699.20  🗹 Disability Inclusion Tier 2 Funding will be used |
| Implementation of Higher Abilities programs - VCES, VHAP, Extension Maths, HA enrichment opportunities | | 🗹 Assistant principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| Implementation of extended TLI programs, including 6mthly student review of exited students and provision of resources for programs | | 🗹 Assistant principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $41,000.00  🗹 Equity funding will be used |
| Goal 3 | To improve student engagement and wellbeing | | | | |
| 12-month target 3.1 target | By 2024, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:  -Student voice and agency from 68% to 72% -Perseverance to be maintained at 79% (2023) -Sense of connectedness from 70% to 75% | | | | |
| 12-month target 3.2 target | By 2024, improve the percentage of positive endorsement on School Staff Survey for the components:  -Use student feedback to improve practice from 78% to 80% -Collaborate to scaffold student learning from 70% to 78% -Trust in students and parents from 62% to 64% | | | | |
| 12-month target 3.3 target | By 2024, reduce the percentage of students with 20 or more absence days.  -From 49% in 2022 to 35% | | | | |
| KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Deepen the whole school approach to understanding and applying student agency | | | | |
| **Actions** | Strengthen the whole school approaches in place for the development of a MSPS Continuous Reporting process | | | | |
| **Outcomes** | Students will: -have access to timely feedback on learning utilising the SeeSaw platform -set meaningful, targeted and focused learning goals -have access to timely reflections and feedback on goals  Parents will: -have access to timely feedback on their child’s learning progress and areas for improvement -have the opportunity to provide feedback on their child’s achievements and progress  Teachers will: -implement common protocols and assessment tasks to continuously report to parents via the SeeSaw platform -identify key learning areas for specific and strategic reporting -develop systems for reporting on progress against Victorian Curriculum Standards within the SeeSaw platform  SIT members will: -identify roles and responsibilities of SIT members in developing the processes of Continuous Reporting -support their teams in the change processes involved in the shift to Continuous Reporting  Leadership will: -provide the necessary resourcing and time to enable the successful implementation of Continuous Reporting -communicate changes to reporting to the school community | | | | |
| **Success Indicators** | -Documentation outlining Continuous Reporting processes and protocols -A scope of key tasks and expectations for the implementation of Continuous Reporting -Snapshots of learning will be available to students and parents via SeeSaw with feedback and assessments of progression -Communications to community will be provided regarding the Continuous Reporting process | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Curriculum Day focusing on development of annual schedule of assessment task and new written report format. | | 🗹 School improvement team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🗹 Other funding will be used |
| Changes to conferencing timeline and purpose | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🗹 Other funding will be used |
| Communication about Continuous Reporting to community | | 🗹 Assessment & reporting coordinator  🗹 Assistant principal  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| Consistent and timely communication of the 'Snapshots of Learning' to encourage parent engagement | | 🗹 Assessment & reporting coordinator  🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| Development of a MSPS Continuous Reporting procedure. | | 🗹 Assessment & reporting coordinator  🗹 Assistant principal  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Support students to develop the skills and capabilities to positively impact wellbeing and attendance | | | | |
| **Actions** | To build staff capacity to understand, document and implement processes and protocols associated with the DI program. | | | | |
| **Outcomes** | Students will: -know their personal goals/next steps to progress in their learning -have opportunity to provide student voice to the development of the goals and strategies for ILWPs   Teachers will; -completion of DI program elearning modules 1 and 2 -understand their students’ needs and develop, document and deliver appropriate interventions  -plan for differentiation based on student learning data -document and implement differentiated teaching and learning to meet individual student needs -document and implement regulation and wellbeing strategies used to support students in accessing learning  Welfare and Wellbeing will; -develop common expectations and protocols for the documentation of adjustments for Tier 2 and Tier 3 students -develop example ILWPs and planning documentation for DI Profile meetings to build staff capacity -refine the processes, monitoring and supports provided through the current Wellbeing and Welfare Referral system -oversee the implementation of supported learning, wellbeing and social skills programs provided for students  Leaders will; -support the continuous development, documentation and revision of whole school DI program and Wellbeing program practices -support the continued development of staff capacity in relation to the developed of the DI program and Wellbeing program | | | | |
| **Success Indicators** | -Documentation indicating expectation for completion of ILWPs and adjustments in teacher planning -Students ILWPs will describe teaching strategies, adjustments and supports in place for students to meet their needs -Students ILWPs will reflect SMART goal formatting and be followed up with monitoring and evaluation, showing progress and growth -Successful DI profile meetings providing students with access to funding and documented adjustments for future learning | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Recruit additional ES to support students at Tier 2 and Tier 3 levels | | 🗹 Assistant principal  🗹 Principal  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $81,348.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Establish systems for engaging with internal allied-health provider | | 🗹 Assistant principal  🗹 Principal  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 3  to: Term 4 | $30,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and document policies and process that show how Tier 2 and Tier 3 students wellbeing and learning needs are being addressed | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $1,500.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Curriculum Day with focus on new DI program, associated processes and common expectations for documentation of adjustments and student goals | | 🗹 Learning specialist(s)  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,500.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Continue to develop and improve staff knowledge and understanding of disability, self-regulation and mental health | | 🗹 Assistant principal  🗹 Principal  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and improve provisions for students with individual needs related to disability, self-regulation and mental health | | 🗹 Assistant principal  🗹 Education support  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and improve processes related to supporting student attendance, including provision of ES time allocation for follow up. | | 🗹 Assistant principal  🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $79,058.12 | $65,000.00 | $14,058.12 |
| Disability Inclusion Tier 2 Funding | $203,186.90 | $187,547.20 | $15,639.70 |
| Schools Mental Health Fund and Menu | $50,889.14 | $50,000.00 | $889.14 |
| **Total** | $333,134.16 | $302,547.20 | $30,586.96 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Development of fortnightly SIT meetings focused on analysis and use of target groups from data, and whole-school instructional and lesson models | $3,000.00 |
| Engagement with DoE Data Literacy Coaches | $4,000.00 |
| SIT to conduct scheduled and focused Learning Walks understanding the students perspective | $2,000.00 |
| Development of the Learning Hubs professional learning approach | $8,000.00 |
| Curriculum Day with focus on new DI program and associated processes | $500.00 |
| DI Coordinator dedicated time to provide support to LS and teachers on DI processes, and associated differentiation strategies | $50,000.00 |
| LS coaching staff in the implementation of quality practices related to providing differentiation for students under Tier 2 and Tier 3 status | $12,699.20 |
| Implementation of Higher Abilities programs - VCES, VHAP, Extension Maths, HA enrichment opportunities | $2,000.00 |
| Implementation of extended TLI programs, including 6mthly student review of exited students and provision of resources for programs | $41,000.00 |
| Recruit additional ES to support students at Tier 2 and Tier 3 levels | $81,348.00 |
| Establish systems for engaging with internal allied-health provider | $30,000.00 |
| Develop and document policies and process that show how Tier 2 and Tier 3 students wellbeing and learning needs are being addressed | $1,500.00 |
| Curriculum Day with focus on new DI program, associated processes and common expectations for documentation of adjustments and student goals | $1,500.00 |
| Continue to develop and improve staff knowledge and understanding of disability, self-regulation and mental health | $10,000.00 |
| Develop and improve provisions for students with individual needs related to disability, self-regulation and mental health | $50,000.00 |
| Review and improve processes related to supporting student attendance, including provision of ES time allocation for follow up. | $5,000.00 |
| **Totals** | $302,547.20 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Development of fortnightly SIT meetings focused on analysis and use of target groups from data, and whole-school instructional and lesson models | from: Term 1  to: Term 4 | $3,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Engagement with DoE Data Literacy Coaches | from: Term 1  to: Term 2 | $4,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| SIT to conduct scheduled and focused Learning Walks understanding the students perspective | from: Term 3  to: Term 4 | $2,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Development of the Learning Hubs professional learning approach | from: Term 1  to: Term 4 | $8,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Implementation of Higher Abilities programs - VCES, VHAP, Extension Maths, HA enrichment opportunities | from: Term 1  to: Term 4 | $2,000.00 | 🗹 CRT |
| Implementation of extended TLI programs, including 6mthly student review of exited students and provision of resources for programs | from: Term 1  to: Term 4 | $41,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Review and improve processes related to supporting student attendance, including provision of ES time allocation for follow up. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 CRT |
| **Totals** |  | $65,000.00 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Curriculum Day with focus on new DI program and associated processes | from: Term 1  to: Term 1 | $500.00 | 🗹 Professional learning for school-based staff   * Teachers |
| DI Coordinator dedicated time to provide support to LS and teachers on DI processes, and associated differentiation strategies | from: Term 1  to: Term 4 | $50,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability inclusion coordinator |
| LS coaching staff in the implementation of quality practices related to providing differentiation for students under Tier 2 and Tier 3 status | from: Term 1  to: Term 4 | $12,699.20 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Learning specialist |
| Recruit additional ES to support students at Tier 2 and Tier 3 levels | from: Term 1  to: Term 2 | $81,348.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education support staff |
| Develop and document policies and process that show how Tier 2 and Tier 3 students wellbeing and learning needs are being addressed | from: Term 1  to: Term 2 | $1,500.00 | 🗹 CRT   * CRT (to attend school planning) |
| Curriculum Day with focus on new DI program, associated processes and common expectations for documentation of adjustments and student goals | from: Term 1  to: Term 1 | $1,500.00 | 🗹 CRT   * CRT (to attend staff PL) |
| Develop and improve provisions for students with individual needs related to disability, self-regulation and mental health | from: Term 1  to: Term 4 | $40,000.00 | 🗹 Minor building or internal environmental modifications under $5,000 (GST inclusive)   * Other   Prepic and Wellbeing room provisions  🗹 CRT   * CRT (to attend staff PL)   🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Special education teacher   🗹 Teaching and learning programs and resources   * Other   Intervention resources, reading and numeracy resources, materials to assist integrated learning, DI implementation resourcing  🗹 Professional learning for school-based staff   * Education support |
| **Totals** |  | $187,547.20 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Establish systems for engaging with internal allied-health provider | from: Term 3  to: Term 4 | $30,000.00 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students |
| Continue to develop and improve staff knowledge and understanding of disability, self-regulation and mental health | from: Term 1  to: Term 4 | $10,000.00 | 🗹 UR Strong Workshops  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member   + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |
| Develop and improve provisions for students with individual needs related to disability, self-regulation and mental health | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Butterfly Body Bright (Butterfly Foundation)  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member |
| **Totals** |  | $50,000.00 |  |

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

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| --- | --- | --- | --- |
| **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 |
| Engagement with DoE Data Literacy Coaches | 🗹 Assistant principal  🗹 Data leader  🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 2 | 🗹 Preparation  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day  🗹 PLC/PLT meeting | 🗹 School improvement partnerships  🗹 Learning specialist  🗹 Departmental resources  Data Coaches | 🗹 On-site |
| Engagement with DoE PLC Coaches | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal  🗹 School improvement team | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day  🗹 PLC/PLT meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Curriculum Day focusing on development of annual schedule of assessment task and new written report format. | 🗹 School improvement team  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Whole school pupil free day | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Curriculum Day with focus on new DI program, associated processes and common expectations for documentation of adjustments and student goals | 🗹 Learning specialist(s)  🗹 Wellbeing team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Whole school pupil free day | 🗹 Internal staff  🗹 Learning specialist  🗹 Departmental resources  DI eLearning modules | 🗹 On-site |
| Continue to develop and improve staff knowledge and understanding of disability, self-regulation and mental health | 🗹 Assistant principal  🗹 Principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Individualised reflection | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Departmental resources  Mental Health and Wellbeing Leader | 🗹 On-site |