

2023 Annual Implementation Plan

for improving student outcomes

Mackellar Primary School (5297)



Submitted for review by Simon McGlade (School Principal) on 03 October, 2023 at 09:31 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 08 October, 2023 at 12:16 PM
Endorsed by Vince Scarfo (School Council President) on 10 October, 2023 at 10:23 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	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.	

Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	N/A
To maximise the learning and achievement of every student in English and mathematics.	Yes	By 2026, maintain or improve the percentages of Year 3 and Year 5 students in the top two achievement levels of NAPLAN reading, writing and numeracy. (NAPLAN target to be confirmed)	N/A
		By 2026, maintain or improve the percentage of Year 5 students achieving above benchmark growth for NAPLAN reading, writing and numeracy. (NAPLAN target to be confirmed)	N/A
		By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 20% in 2022 to 15% • Writing from 20% in 2022 to 15% • Number & Algebra from 17% in 2022 to 15%. 	Reading and Viewing from 20% in 2022 to 19% Writing from 20% in 2022 to 19% Number & Algebra from 17% in 2022 to 19%.

		<p>By 2026, increase the percentage positive endorsement for the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 65% in 2022 to 70% • Use student feedback to improve practice from 75% in 2022 to 78%. 	N/A
To improve student wellbeing outcomes.	Yes	<p>By 2026, improve the percentage positive endorsement for the School Staff Survey (SSS) in the following factors:</p> <ul style="list-style-type: none"> • Trust in students and parents from 61% in 2022 to 65% • Parent and community involvement from 65% in 2022 to 68%. 	Trust in students and parents from 61% in 2022 to 63% in 2023 Parent and community involvement from 65% in 2022 to 66% in 2023
		<p>By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 72% in 2022 to 75% • Managing bullying from 73% in 2022 to 77%. 	Sense of confidence from 72% in 2022 to 74% in 2023 Managing bullying from 73% in 2022 to 75% in 2023
		<p>By 2026, improve the percentage positive endorsement for the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 76% in 2022 to 80% • General school satisfaction from 73% in 2022 to 80%. 	Parent participation and involvement from 76% in 2022 to 77% in 2023 General school satisfaction from 73% in 2022 to 75% in 2023.
To empower students to be active and engaged learners.	Yes	<p>By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 54% in 2022 to 64% • Stimulated learning from 76% in 2022 to 80%. 	Student voice and agency from 54% in 2022 to 57% in 2023 Stimulated learning from 76% in 2022 to 78% in 2023
		<p>Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 79% in 2022 to 80% or greater.</p>	promote student ownership of learning factor from 79% in 2022 to 80% or greater.

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	N/A	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To maximise the learning and achievement of every student in English and mathematics.	
12-month target 2.1-month target	N/A	
12-month target 2.2-month target	N/A	
12-month target 2.3-month target	Reading and Viewing from 20% in 2022 to 19% Writing from 20% in 2022 to 19% Number & Algebra from 17% in 2022 to 19%.	
12-month target 2.4-month target	N/A	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Assessment	Strengthen teacher capability to analyse and use learning and wellbeing data.	Yes
KIS 2.b Teaching and learning	Enhance teacher capability to effectively differentiate teaching and learning.	Yes
KIS 2.c Leadership	Embed teacher capability to evaluate their impact on learning through the PLC process.	No
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>From a sound basis of professional learning, classroom implementation and reflection on current progress undertaken over the past 24 months, significant gains have been made in teacher capacity to deliver a model of instruction consistent with the expectations agreed to in our Teaching and Learning Plan (curriculum Map). This has included significant professional development from a range of consultants, instructional practices such as learning walks, peer observations, modelled lessons, action research inquiry cycles and the provision of feedback from a range of knowledgeable others. It has also included providing a range of differentiated instruction in English and mathematics predominantly, with inquiry learning still in its infancy. Much of this current work has been developed, implemented and reflected upon using our PLC model of inquiry for which we were supported heavily by Regional support staff.</p> <p>Now that this solid foundation has been established and is considered agreed and consistent across the school, deeper investigation is required beyond what is presently in place to determine the effectiveness of these instructional practices on student achievement, engagement, voice and agency from the students, and action research, reflection, refinement and impact from the teaching staff for these practices to reach their upmost potential.</p>	
Goal 3	To improve student wellbeing outcomes.	
12-month target 3.1-month target	Trust in students and parents from 61% in 2022 to 63% in 2023 Parent and community involvement from 65% in 2022 to 66% in 2023	
12-month target 3.2-month target	Sense of confidence from 72% in 2022 to 74% in 2023 Managing bullying from 73% in 2022 to 75% in 2023	
12-month target 3.3-month target	Parent participation and involvement from 76% in 2022 to 77% in 2023 General school satisfaction from 73% in 2022 to 75% in 2023.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Enhance community engagement in student learning and wellbeing.	No
KIS 3.b Support and resources	Further develop and implement resilience strategies to build and strengthen positive relationships.	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.	With the introduction of both the Mental Health in Primary Schools (MHiPS) leader and the Schools Mental Health Fund, particular focus and action can be undertaken into students requiring additional mental health support beyond what is already provided by way of School-Wide Positive Behaviours Supports (SWPBS) and Resilience, Rights and Respectful Relationships (RRRR). Whilst SWPBS and RRRR have been highly successful in supporting tier one, and to some extent tier two students, these additional supports can be implemented for tier two and three students who require more specialised care by school-based personnel or external providers through the Schools Mental Health Fund. In addition, as the MHiPS program itself is an evidence-based program run by The University of Melbourne and the Department of Education, there are also professional supports in place for the MHiPS leader through communities of practice, and for the MHiPS leader to then upskill staff in a train the trainer model of professional development and as part of the school-wide Wellbeing and Inclusion Team.	
Goal 4	To empower students to be active and engaged learners.	
12-month target 4.1-month target	Student voice and agency from 54% in 2022 to 57% in 2023 Stimulated learning from 76% in 2022 to 78% in 2023	
12-month target 4.2-month target	promote student ownership of learning factor from 79% in 2022 to 80% or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Develop and implement a whole school understanding and approach to student agency in learning.	Yes
KIS 4.b Engagement	Develop and evaluate student ownership of their learning.	No

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.

With a heavy emphasis on, and success in on developing teaching, content and instructional capacity over the latter stages of the previous SSP we are now turning our focus to enhancing student input, voice and agency into the curriculum and its delivery. Previously work had been completed by staff on understanding the place for agency and voice in the curriculum through masterclasses, frameworks for implementation and developing a sound basis for extending this work. Now that the teaching of curriculum areas is supported through strong, scaffolded and aligned practice we are now confident that the work on agency and voice can now be successfully extended, deepened and enhanced as a stronger focus across all areas of the curriculum.

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	N/A
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain and expand upon a comprehensive suite of intervention and wellbeing programs spanning prep to grade 6 targeting students who need support the most.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for TLI programs based on data tracking and analysis processes. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented a NAPLAN preparation program for students in grade 3 and 5 in term one, and students in grades 2 and 4 in term four. - Implemented an oral language program for students in foundation to achieve a baseline of success. - Implemented a tutoring program across grades 1-6 focussing on Levelled Literacy Intervention. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on. - Taken part in NAPLAN preparation if they are participating in NAPLAN this year (grades 3 and 5) or next year (grades 2 and 4).
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementing an English Extension 0.6 EFT to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing in 2023 and prepare students for 2024.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Screen all prep students at the commencement of the year and then implement an Oral Language Program for all relevant students in Foundation throughout 2023.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00
Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff each with a 0.6EFT LLI teaching load.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00
- Implement Reading Intervention as a TLI program for students in grades 1-3 who need specialised reading support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement Maths Intervention (0.4EFT) as a TLI program for students across grades Prep - 2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$30,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Maintain and expand upon a comprehensive suite of intervention and wellbeing programs spanning prep to grade 6 targeting students who need support the most.			

	<p>-Have the Mental Health in Schools Leader join the Wellbeing and Inclusion Team under the direction of a Leading Teacher.</p> <p>-Have the Leading Teacher continue as part of the Executive Leadership Team to ensure wellbeing, mental health and inclusion remain a school-wide priority.</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Understand the link between wellbeing and academic achievement and have the skills and strategies to support teachers <p>Teachers will:</p> <ul style="list-style-type: none"> - Contextualise their understanding of the link between wellbeing and academics to then support students in their care with wellbeing concerns <p>Students will:</p> <ul style="list-style-type: none"> - Develop and use strategies designed to promote their mental wellbeing and translate this into achievement across academic areas. 			
Success Indicators	<ul style="list-style-type: none"> - Attendance data for students receiving intervention will be monitored for improvement. - Involvement in items from the Schools Mental Health menu will be monitored for their success in building teacher capacity and student success. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Using the resources of the MHiSL, support teachers to assist students in the area of mental health.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$25,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To maximise the learning and achievement of every student in English and mathematics.
12-month target 2.1 target	N/A
12-month target 2.2 target	N/A
12-month target 2.3 target	Reading and Viewing from 20% in 2022 to 19% Writing from 20% in 2022 to 19% Number & Algebra from 17% in 2022 to 19%.
12-month target 2.4 target	N/A
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capability to analyse and use learning and wellbeing data.
Actions	<ul style="list-style-type: none"> - Contract two consultants focussing on implementing the High Impact Teaching Strategies (HITS), specifically in English and Mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and how to coach for this across all classes. - Coached staff in the implementation of HITS English and Mathematics through modelling lessons, observing teachers' practice, providing feedback & attending PLCs <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of HITS in English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded to meet their individual needs. - benefited from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice.

Success Indicators	<ul style="list-style-type: none"> - Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of HITS in alignment with professional learning from consultants and Learning Specialists. - Minutes from PLCs detail inquiry cycles linked to student data and taught consistent with Learning Specialist and consultant professional learning. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue with our school-wide coaching program for staff to support the implementation of HITS in English and Mathematics. Instructional practices linked to this may include weekly learning walks, lesson observations, feedback sessions and action research cycles.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Contract an English consultant for 16 days and a Maths Consultant for 16 days of professional learning throughout the year.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
CRTs to cover consultants, coaching, lesson observations etc...	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning for staff related to the HITS to support best practice of these in classrooms.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior	Enhance teacher capability to effectively differentiate teaching and learning.			

secondary pathways, incorporating extra-curricula programs				
Actions	- Continue participation in the DET Professional Learning Communities (PLC) initiative and associated school-based activities.			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Led PLC leaders' meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to teaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focused Learning. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Understood the process for co-construction of learning intentions and success criteria in Future Focused Learning lessons. 			
Success Indicators	<ul style="list-style-type: none"> - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Research, implement, review and evaluate the use of a data wall in Reading, Writing and Number.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue with the implementation of PLC inquiry cycles for each PLC utilising the Curriculum Map.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve student wellbeing outcomes.
12-month target 3.1 target	Trust in students and parents from 61% in 2022 to 63% in 2023 Parent and community involvement from 65% in 2022 to 66% in 2023
12-month target 3.2 target	Sense of confidence from 72% in 2022 to 74% in 2023 Managing bullying from 73% in 2022 to 75% in 2023
12-month target 3.3 target	Parent participation and involvement from 76% in 2022 to 77% in 2023 General school satisfaction from 73% in 2022 to 75% in 2023.
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement resilience strategies to build and strengthen positive relationships.
Actions	Achieve Gold Status accreditation for SWPBS Appoint Mental Health in Schools Leader (MHiPS) Run programs from the Schools Mental Health Fund (SMHF)
Outcomes	Leaders will: <ul style="list-style-type: none"> - Have taken part in relevant training in SWPBS, RRRR and MHiPS - Led the school through relevant surveys and data collection - Implemented actions based on data to improve the positive behaviours across the school Teachers will: <ul style="list-style-type: none"> - Implemented the actions of PL into their classrooms and across the school. - Taken part in professional learning at school - Input data relevant to track student behaviour across the school Students will: <ul style="list-style-type: none"> - Have improved their positive behaviours as a result of SWPBS, RRRR, MHiPS and the SMHF - Taken part in lessons and yard activities which recognise school-wide behaviours

Success Indicators	<ul style="list-style-type: none"> - Reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS, RRRR lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate school behaviours - Achievement of Gold SWPBS status - Register of students who have attended SMHF programs 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement the 'Classroom systems' modules of SWPBS	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Appoint a MHiPS leader who will undertake MHiPS training.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00 <input checked="" type="checkbox"/> Other funding will be used
Run programs from the SMHF	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To empower students to be active and engaged learners.			
12-month target 4.1 target	Student voice and agency from 54% in 2022 to 57% in 2023 Stimulated learning from 76% in 2022 to 78% in 2023			
12-month target 4.2 target	promote student ownership of learning factor from 79% in 2022 to 80% or greater.			

KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school understanding and approach to student agency in learning.			
Actions	Implement Future Focused Learning strategies in Health, Science, Languages (Italian), The Arts, Humanities and the Capabilities.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have participated in Leadership Coaching and development from 'FFL' personnel - Structured opportunities to professionally develop staff online, in-person and in PLCs. - Provide limited coaching in FFL through FFL personnel or school-based staff. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have taken part in appropriate professional learning regarding FFL and implemented these strategies into their inquiry learning practice. - Contributed to the building of collective capacity through regular involvement in the FFL community. - Use the PLC cycle of inquiry to build teacher practice. <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the formation of inquiry learning topics, direction and involvement 			
Success Indicators	<ul style="list-style-type: none"> - Regular contributions from teachers into the FFL online community - Evidence of FFL masterclasses in the planning and delivery of inquiry learning. - PLC cycles devoted to implementing FFL strategies. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue contractual arrangements with a consultant for planning weeks, masterclasses and for a whole day professional learning hosted by FFL personnel.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Continue to have FFL as a School Improvement Committee to implement whole school FFL actions including a curriculum day, after school professional learning, masterclasses and planning weeks.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
CRTs for implementation	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$422,807.57	\$422,807.57	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$41,190.07	\$41,190.07	\$0.00
Total	\$463,997.64	\$463,997.64	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implementing an English Extension 0.6 EFT to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing in 2023 and prepare students for 2024.	\$80,000.00
- Implement Reading Intervention as a TLI program for students in grades 1-3 who need specialised reading support.	\$60,000.00
Using the resources of the MHiSL, support teachers to assist students in the area of mental health.	\$25,000.00
Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	\$5,000.00
Continue with our school-wide coaching program for staff to support the implementation of HITS in English and Mathematics. Instructional practices linked to this may include weekly learning walks, lesson observations, feedback sessions and action research cycles.	\$100,000.00

Contract an English consultant for 16 days and a Maths Consultant for 16 days of professional learning throughout the year.	\$60,000.00
CRTs to cover consultants, coaching, lesson observations etc...	\$60,000.00
Continue with the implementation of PLC inquiry cycles for each PLC utilising the Curriculum Map.	\$10,000.00
Run programs from the SMHF	\$40,000.00
Continue contractual arrangements with a consultant for planning weeks, masterclasses and for a whole day professional learning hosted by FFL personnel.	\$40,000.00
CRTs for implementation	\$13,000.00
Totals	\$493,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implementing an English Extension 0.6 EFT to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing in 2023 and prepare students for 2024.	from: Term 1 to: Term 4	\$79,807.57	<input checked="" type="checkbox"/> School-based staffing
- Implement Reading Intervention as a TLI program for students in grades 1-3 who need specialised reading support.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Continue with our school-wide coaching program for staff to support the implementation of HITS in English and Mathematics. Instructional practices linked to this may include weekly learning walks, lesson observations, feedback sessions and action research cycles.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Contract an English consultant for 16 days and a Maths Consultant for 16 days of professional learning throughout the year.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
CRTs to cover consultants, coaching, lesson observations etc...	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> CRT
Continue with the implementation of PLC inquiry cycles for each PLC utilising the Curriculum Map.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Continue contractual arrangements with a consultant for planning weeks, masterclasses and for a whole day professional learning hosted by FFL personnel.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
CRTs for implementation	from: Term 1 to: Term 4	\$13,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$422,807.57	

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
Using the resources of the MHiSL, support teachers to assist students in the area of mental health.	from: Term 1 to: Term 4	\$24,690.07	<input checked="" type="checkbox"/> Achievement Program (free)(Whole-school approach to mental health)
Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Run programs from the SMHF	from: Term 1 to: Term 4	\$11,500.00	<input checked="" type="checkbox"/> Arts Therapists
Totals		\$41,190.07	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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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
Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff each with a 0.6EFT LLI teaching load.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
- Implement Reading Intervention as a TLI program for students in grades 1-3 who need specialised reading support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement Maths Intervention (0.4EFT) as a TLI program for students across grades Prep - 2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Using the resources of the MHISL, support teachers to assist students in the area of mental health.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback 			
Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Regional staff 	<input checked="" type="checkbox"/> On-site
Continue with our school-wide coaching program for staff to support the implementation of HITS in English and Mathematics. Instructional practices linked to this may include weekly learning walks, lesson observations, feedback sessions and action research cycles.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Contract an English consultant for 16 days and a Maths Consultant for 16 days	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants 	<input checked="" type="checkbox"/> On-site

of professional learning throughout the year.		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	Stephen Graham Kathy Palmer	
Appoint a MHIPS leader who will undertake MHIPS training.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Departmental resources MHIPS training with Melbourne Uni	<input checked="" type="checkbox"/> On-site
Run programs from the SMHF	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site