

# 2023 Annual Implementation Plan

## for improving student outcomes

Concongella Primary School (1136)



Submitted for review by Kristie Miller (School Principal) on 08 March, 2023 at 02:35 PM

Endorsed by Therese Allen (Senior Education Improvement Leader) on 13 March, 2023 at 12:57 PM

Endorsed by Dana Woltjen (School Council President) on 03 May, 2023 at 12:10 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	There is obvious work to be done around rebuilding the teacher/ family relationships and strengthening the student voice an agency activities.
<b>Considerations for 2023</b>	Revitalize parent interactions through methods such as: Welcome BBQ; Cuppas With Kristie; Teacher contact at least once a term; Conco Awards Night; Special Days/ Nights. Consider how to highlight the student voice and agency that students already have and build upon those.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To optimise the learning growth of every student in literacy and numeracy.
<b>Target 2.1</b>	By 2026, increase the percentage of students in the top two NAPLAN bands: Year 3 <ul style="list-style-type: none"> <li>• Reading from 45 per cent in 2021 to 50 per cent</li> <li>• Writing from 27 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 36 per cent in 2021 to 50 per cent</li> </ul> Year 5 <ul style="list-style-type: none"> <li>• Reading from 0 per cent in 2021 to 50 per cent</li> <li>• Writing from 0 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 0 per cent in 2021 to 50 per cent</li> </ul>

<b>Target 2.2</b>	<p>By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading from 84 per cent in 2021 to 86%</li> <li>• Writing from 71 per cent in 2021 to 73%</li> <li>• Numeracy from 75 per cent in 2021 to 77%</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for the following measures:</p> <ul style="list-style-type: none"> <li>• collective focus on student learning factor from 81 per cent in 2021 to 90 per cent</li> <li>• guaranteed and viable curriculum from 79 per cent in 2021 to 90 per cent</li> <li>• academic emphasis from 67 per cent in 2021 to 80 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an instructional model across the school
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capabilities for data analysis and an understanding of data by teachers and students
<b>Key Improvement Strategy 2.c</b>	Develop, document, and embed a teaching and learning program that reflects the needs of students

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a cluster approach to peer observation and professional learning
<b>Goal 3</b>	To improve student voice & agency in learning & wellbeing.
<b>Target 3.1</b>	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>• student voice and agency factor from 66 per cent in 2021 to 80 per cent</li> <li>• sense of confidence from 56 per cent in 2021 to 70 per cent</li> <li>• emotional regulation and awareness from 62 per cent in 2021 to 80 per cent</li> <li>• resilience from 67 per cent in 2021 to 80 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To engage students in the development and evaluation of whole school wellbeing initiatives.
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to	Develop and implement a whole school approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.

strengthen students' participation and engagement in school	
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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><b>2023 Priorities Goal</b> 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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Numeracy:- Increase percentage of students in top two NAPLAN bands- Increase Academic Emphasis in School Staff Survey</p>
To optimise the learning growth of every student in literacy and numeracy.	Yes	<p>By 2026, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 45 per cent in 2021 to 50 per cent</li> <li>• Writing from 27 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 36 per cent in 2021 to 50 per cent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 0 per cent in 2021 to 50 per cent</li> <li>• Writing from 0 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 0 per cent in 2021 to 50 per cent</li> </ul>	<p>Numeracy (School improvement focus):- Grade 3: Increase percentage of students in top two bands from 36% in 2021 to 40%+- Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+Reading/ Writing (Maintenance, not school improvement focus):- Grade 3: Maintain or improve percentage of students in top 2 bands in reading and writing.- Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+</p>
		<p>By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading from 84 per cent in 2021 to 86%</li> <li>• Writing from 71 per cent in 2021 to 73%</li> <li>• Numeracy from 75 per cent in 2021 to 77%</li> </ul>	Maintain or improve all areas.

		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for the following measures:</p> <ul style="list-style-type: none"> <li>• collective focus on student learning factor from 81 per cent in 2021 to 90 per cent</li> <li>• guaranteed and viable curriculum from 79 per cent in 2021 to 90 per cent</li> <li>• academic emphasis from 67 per cent in 2021 to 80 per cent</li> </ul>	- Increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for Academic Emphasis from 67% in to 75%+- Maintain or improve other factors.
To improve student voice & agency in learning & wellbeing.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• student voice and agency factor from 66 per cent in 2021 to 80 per cent</li> <li>• sense of confidence from 56 per cent in 2021 to 70 per cent</li> <li>• emotional regulation and awareness from 62 per cent in 2021 to 80 per cent</li> <li>• resilience from 67 per cent in 2021 to 80 per cent.</li> </ul>	Increase the percent positive responses score on AtoSS for the following factors:- Sense of confidence from 56% to 60%+- Emotional regulation and awareness from 62% to 70%+

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.	
<b>12 Month Target 1.1</b>	<p>Numeracy:</p> <ul style="list-style-type: none"> <li>- Increase percentage of students in top two NAPLAN bands</li> <li>- Increase Academic Emphasis in School Staff Survey</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	<b>To optimise the learning growth of every student in literacy and numeracy.</b>	
<b>12 Month Target 2.1</b>	<p>Numeracy (School improvement focus):</p> <ul style="list-style-type: none"> <li>- Grade 3: Increase percentage of students in top two bands from 36% in 2021 to 40%+</li> <li>- Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+</li> </ul> <p>Reading/ Writing (Maintenance, not school improvement focus):</p> <ul style="list-style-type: none"> <li>- Grade 3: Maintain or improve percentage of students in top 2 bands in reading and writing.</li> <li>- Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+</li> </ul>	
<b>12 Month Target 2.2</b>	Maintain or improve all areas.	
<b>12 Month Target 2.3</b>	<ul style="list-style-type: none"> <li>- Increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for Academic Emphasis from 67% in to 75%+</li> <li>- Maintain or improve other factors.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an instructional model across the school	Yes

<p><b>KIS 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build capabilities for data analysis and an understanding of data by teachers and students</p>	<p>Yes</p>
<p><b>KIS 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop, document, and embed a teaching and learning program that reflects the needs of students</p>	<p>No</p>
<p><b>KIS 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop a cluster approach to peer observation and professional learning</p>	<p>No</p>
<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 Instructional Model is the starting point of the work required for the strategic plan, and will provide the basis to continue with the learning programs and development of teacher efficacy. As a cluster, we are undertaking the PLC training this year and our major focus is to develop our collective data literacy, both for teachers and students. This will enable students to be more engaged with their learning and pathways to improvement.</p>	
<p><b>Goal 3</b></p>	<p><b>To improve student voice &amp; agency in learning &amp; wellbeing.</b></p>	
<p><b>12 Month Target 3.1</b></p>	<p>Increase the percent positive responses score on AtoSS for the following factors: - Sense of confidence from 56% to 60%+ - Emotional regulation and awareness from 62% to 70%+</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To engage students in the development and evaluation of whole school wellbeing initiatives.	Yes
<b>KIS 3.b</b> 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 approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.	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.	Our SWPB framework matrix was developed 3 years ago and is waning in efficacy as students did not have input into the original development, this was further impacted by the covid lockdowns; the redevelopment of this behaviour matrix will empower students to develop awareness of behaviour expectations. Goal setting and feedback will be an integral part of our Instructional Model and our term 3 Professional Learning Teams will focus on the development of effective structures.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Numeracy: - Increase percentage of students in top two NAPLAN bands - Increase Academic Emphasis in School Staff Survey
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	- Continue to utilise and enhance the Concongella Embedded TLI Model to ensure that all children receive the support, consolidation and extension they require. - Facilitate professional learning for differentiation and how to use data to inform teaching and learning sequences.
<b>Outcomes</b>	Leaders will: - Facilitate professional learning - Conduct conferences with teachers to assist with planning of teaching and learning sequences - Oversee the upskilling of Education Support staff  Teachers will: - Participate in professional learning - Adapt learning sequences to ensure all levels of learners needs are being met - Plan for the Education Support staff to work with groups of children. - Support Education Support staff to provide the programs - Assess and monitor efficacy of programs, tasks and activities to ensure that it is meeting the needs of their students - Design differentiated learning sequences effectively - Utilise student conferencing techniques to engage students in their goals and learning pathways  Students will: - Be engaged in learning at their point of need - Feel supported in their learning - Understand the next steps in their learning and how to achieve their goals - Be involved in data sharing and develop data literacy through conferencing

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Essential Assessments show growth throughout the year for all students</li> <li>- Teaching and learning plans explicitly include differentiation</li> <li>- Data folders for student conferences</li> <li>- Learning growth evident in teacher judgement data</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Upskill ES	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor and amend TLI Concongella Embedded model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Monitor assessment results	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Continue to engage One Red Tree Resource Centre to provide a provisional psychologist for both semesters</li> <li>- Engage in the Berry Street Education Model</li> <li>- Continue partnership with Hands On Learning and facilitate equitable access for students</li> <li>- Continue partnership with CGLLEN to provide MATES mentoring program to vulnerable students</li> <li>- Embed Respectful Relationships curriculum</li> <li>- Redevelop SWPB matrix with the students</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Ensure the budgets are available to facilitate the engagement of external entities</li> <li>- Monitor the efficacy of partnership arrangements</li> <li>- Consult with School Council for the partnership arrangements and budgeting</li> <li>- Engage with Stawell, St Arnaud and Surrounding Schools group to participate in Berry Street Educational Model professional development</li> <li>- Lead the implementation of BSEM at the school level</li> <li>- Lead the development of the SWPB matrix with students</li> </ul>			



	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Liaise with the partnership organisations' staff with any beneficial information</li> <li>- Embed the artefacts from Respectful Relationships and SWPB into daily classroom routines</li> <li>- Actively engage with Berry Street Education Model professional Learning</li> <li>- Work collaboratively on the implementation model for BSEM at Concongella</li> <li>- Implement learnings from BSEM in daily classroom</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage with professionals from partnership organisations as required</li> <li>- Be a positive member of external activities</li> <li>- Engage with the Respectful Relationships curriculum</li> <li>- Co develop SWPB matrix</li> <li>- Understand the behavioural expectations and conduct themselves accordingly</li> <li>- Feel supported and a sense of belonging</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-AtoSS improved results: <ul style="list-style-type: none"> <li>- Student voice and agency</li> <li>- Emotional regulation</li> <li>- Resilience</li> </ul> </li> <li>-MOU documents with partnership organisations</li> <li>-BSEM artefacts consistently visible around school</li> <li>-SWPB matrix, completed and consistently visible around school</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
BSEM Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage One Red Tree	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,800.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	To optimise the learning growth of every student in literacy and numeracy.			
<b>12 Month Target 2.1</b>	Numeracy (School improvement focus): - Grade 3: Increase percentage of students in top two bands from 36% in 2021 to 40%+ - Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+  Reading/ Writing (Maintenance, not school improvement focus): - Grade 3: Maintain or improve percentage of students in top 2 bands in reading and writing. - Grade 5: Increase percentage of students in top two bands from 0% in 2021 to 25%+			
<b>12 Month Target 2.2</b>	Maintain or improve all areas.			
<b>12 Month Target 2.3</b>	- Increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for Academic Emphasis from 67% in to 75%+ - Maintain or improve other factors.			

<p><b>KIS 2.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop and embed an instructional model across the school
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Develop LES model as Concongella's Instructional Model</li> <li>- Develop implementation model for the LES model</li> <li>- Implement the LES model consistently across the school</li> <li>- Monitor implementation</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Prioritise Professional Learning Teams time to develop implementation model</li> <li>- Monitor implementation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Actively participate in the development of the model</li> <li>- Actively participate in the development of the implementation model</li> <li>- Implement the model consistently as per the defined implementation model</li> <li>- Actively participate in the monitoring of implementation</li> <li>- Use the model in all planning, and teaching and learning sequences</li> </ul> <p>Student will:</p> <ul style="list-style-type: none"> <li>- Be more engaged in their learning</li> <li>- Understand the steps of their learning sequences</li> <li>- Learn at their point of need</li> <li>- Be supported or extended as required</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- LES Instructional Model documents</li> <li>- Implementation Plan</li> <li>- Teacher planning documents</li> <li>- Classroom artefacts</li> <li>- Peer observation records</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLT- Develop LES Model	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLT- Develop Implementation Model	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2.b</b> Systematic use of assessment strategies and measurement	Build capabilities for data analysis and an understanding of data by teachers and students			

practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Utilise Cluster PLC to develop numeracy data literacy</li> <li>- Develop student data folios, shared with students</li> <li>- Embed usage of folios</li> <li>- Conduct numeracy conferences with students</li> <li>- Conduct 3 way (Parent-teacher-student) conferences</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Facilitate PLC professional learning</li> <li>- Actively participate in PLC</li> <li>- Support classroom staff to develop student data folios</li> <li>- Provide professional learning on conferences</li> <li>- Organise 3 way conferences</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Actively participate in cluster PLC</li> <li>- Develop consistent approach to student data folios</li> <li>- Create student data folios</li> <li>- Implement student conferences in their planning</li> <li>- Actively engage with parents and students in 3 way conferences</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Have access to their own data folio</li> <li>- Actively monitor their learning goals and progress made</li> <li>- Seek assistance to progress their goals</li> <li>- Actively participate in student conferences</li> <li>- Take a leading role in 3 way conferences</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Increased data literacy of teachers and students</li> <li>- Student data folios</li> <li>- Evidence of continued use of folios</li> <li>- Student conference logs</li> <li>- 3 way conferences</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Cluster PLC	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop student data folios	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$100.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed student conferences	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement 3 way conferences	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	To improve student voice & agency in learning & wellbeing.			
<b>12 Month Target 3.1</b>	Increase the percent positive responses score on AtoSS for the following factors: - Sense of confidence from 56% to 60%+ - Emotional regulation and awareness from 62% to 70%+			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership	To engage students in the development and evaluation of whole school wellbeing initiatives.			

and learning, to strengthen students' participation and engagement in school				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Re develop SWPB matrix with students</li> <li>- Implement new matrix</li> <li>- Engage in BSEM professional learning</li> <li>- Develop implementation model for BSEM</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Conduct student sessions to redefine behaviour expectations in student language</li> <li>- Create new posters</li> <li>- Facilitate staff involvement in BSEM professional learning</li> <li>- Leverage PLT time to develop implementation model for BSEM</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Consistently apply the new matrix</li> <li>- Ensure visibility of posters around classrooms</li> <li>- Actively participate in BSEM professional learning</li> <li>- Actively participate in developing BSEM implementation model</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Actively participate in re development of behaviour expectations</li> <li>- Take ownership of the expectations</li> </ul> <p>Engage with BSEM artefacts/ learning</p> <ul style="list-style-type: none"> <li>- Increase responsibility of behaviour</li> <li>- Decrease negative behaviours</li> <li>- Increase emotional regulation</li> <li>- Increase sense of confidence</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- New SWPB matrix posters</li> <li>- Student understanding of the matrix/ expectations</li> <li>- Decrease in negative behaviours</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>



Student matrix development sessions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create new posters	<input checked="" type="checkbox"/> Administration Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete Day 2 and 3 of BSEM professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop BSEM implementation model	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 3.b</b> 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 approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.			
<b>Actions</b>	- Leverage the LES model to develop whole school goal setting approach - Provide professional learning on feedback, embed in LES model			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Leverage PLT time to develop consistent goal setting approach</li> <li>- Monitor implementation of goal setting structures</li> <li>- Ensure that feedback is embedded in the LES model</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Actively participate in the development of goal setting structures</li> <li>- Utilise goal setting practices with the students accordingly</li> <li>- Actively participate in feedback professional learning</li> <li>- Embed feedback into daily practices to improve student engagement in their learning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Actively participate in the setting of their goals</li> <li>- Monitor their achievements towards their goals</li> <li>- Seek assistance to improve their learning</li> <li>- Listen to and act upon feedback to improve their outcomes</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Goal setting practices documents</li> <li>- Student goals that are consistently applied, students are knowledgeable about own goals</li> <li>- Documented feedback structures</li> <li>- Students awareness of feedback</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PLT- Goal setting	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PLT- Feedback	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$38,635.20	\$38,635.20	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$69,282.58</b>	<b>\$69,282.58</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Upskill ES	\$30,000.00
BSEM Professional Learning	\$4,000.00
Engage One Red Tree	\$22,800.00
Create new posters	\$500.00
<b>Totals</b>	<b>\$57,300.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Upskill ES	from: Term 1	\$38,135.20	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Create new posters	from: Term 2 to: Term 2	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$38,635.20	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Upskill ES	from: Term 1 to: Term 4	\$3,847.38	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
BSEM Professional Learning	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <ul style="list-style-type: none"> <li><b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> <li>○ Activity-based non-consumables (equipment hire, etc)</li> </ul> </li> </ul>

Engage One Red Tree	from: Term 1 to: Term 4	\$22,800.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> </ul>
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Upskill ES	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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
BSEM Professional Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site Stawell Entertainment Centre
PLT- Develop LES Model	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT- Develop Implementation Model	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Cluster PLC	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Great Western

	<input checked="" type="checkbox"/> Teacher(s)					Primary School
Complete Day 2 and 3 of BSEM professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site Stawell Entertainment Centre
PLT- Goal setting	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT- Feedback	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site