

2023 Annual Implementation Plan

for improving student outcomes

Diamond Creek East Primary School (5037)



Submitted for review by Stephen Campbell (School Principal) on 07 February, 2023 at 02:38 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 09 February, 2023 at 09:06 AM
Awaiting endorsement by School Council President

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	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	
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	

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

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

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

Enter your reflective comments	Reflecting upon the 2022 school year which included our 4 yearly school Review, Diamond Creek East Primary School will continue to focus on improving the teaching and learning of our Catch Maths program, to ensure improved student outcomes. We will strengthen our ability to deliver our instructional model through explicit professional learning, PLC Inquiry cycles to identify specific areas for growth across cohorts and improved understanding of best practise. We will continue to drive positive dispositions towards Maths, for both students and teachers and prioritise developing teacher skills and confidence to improve responsive teaching. We will adapt our timetable to afford whole area planning time and SIT meetings within the school day.
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	Data Literacy for all staff will be a priority throughout the 2023 school year to improve understanding of data collection and analysis. Teachers will become more consistent with the collection of both formative and summative data to inform their teaching across all areas of the school. Assessment schedules will be revised to ensure that the data collected is the most relevant and informative to direct planning and that analysing data is a regular component of all planning sessions.
Considerations for 2023	<p>FOCUS: Our initial work will focus on embedding the PLC approach to school improvement across all teaching teams within our school. This will provide the foundations for us to embed our Key Improvement Strategies and monitor the success of these in improving student learning and wellbeing outcomes throughout 2023. Key areas of focus will include:</p> <ul style="list-style-type: none"> * Improved data literacy for all staff - regular focus at PLC meetings, revision of our assessment schedule, provision of relevant Professional Learning. * Revision of instructional models for Reading, Writing and Mathematics to ensure they reflect evidence based best practice. * Implementation of new timetables to reflect the importance of whole team PLC planning opportunities.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of every student in literacy and numeracy
Target 2.1	<p>By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 21 per cent in 2021 to 30 per cent • Writing from 11 per cent in 2021 to 25 per cent • Numeracy from 14 per cent in 2021 to 30 per cent.
Target 2.2	<p>By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 72 per cent in 2021 to 81 per cent • Writing from 84 per cent in 2021 to 87 per cent • Numeracy from 75 per cent in 2021 to 85 per cent

<p>Target 2.3</p>	<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"> • Reading from 63 per cent in 2022 to 70 per cent • Writing from 51 per cent in 2022 to 60 per cent • Numeracy from 46 per cent in 2022 to 55 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 55 per cent in 2022 to 60 per cent • Writing from 20 per cent in 2022 to 35 per cent • Numeracy from 30 per cent in 2022 to 35 per cent.
<p>Target 2.4</p>	<p>By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • Reading from 17.6 per cent in 2022 to 25 per cent • Writing from 10.6 per cent in 2022 to 20 per cent • Number and Algebra from 16.5 per cent in 2022 to 25 per cent
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum</p>	<p>Develop a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning.</p>

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a responsive approach to improving teaching and learning using the PLC inquiry cycle
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students.
Goal 3	To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 85 per cent in 2021 to 90 per cent • Sense of confidence from 88 per cent in 2021 to 90 per cent • Motivation and interest from 88 per cent in 2021 to 90 per cent.
Target 3.2	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • Student voice and agency from 82 per cent in 2021 to 90 per cent • Stimulating learning environment from 85 per cent in 2021 to 90 per cent.

<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a consistent whole-school approach to student agency in learning and wellbeing</p>
<p>Key Improvement Strategy 3.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 capacity to set challenging learning goals to monitor growth</p>
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Review, refine and co-design a documented whole school approach to wellbeing</p>

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</p> <p>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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 21 per cent (2021) to 23.25 per cent • in Writing from 11 per cent (2021) to 14.5 per cent • in Numeracy from 14 per cent (2021) to 18 per cent <p>1.2 By the end of 2023, the percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 72.3 per cent (2021) to 74.25 per cent • in Writing from 84.4 per cent (2021) to 85.5 per cent • in Numeracy from 75.5 per cent (2021) to 77.5 per cent <p>1.3 By the end of 2023, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 63 per cent (2022) to 64.75 per cent • In Writing from 51 per cent(2022)

			<p>to 53.25 per cent</p> <ul style="list-style-type: none"> • In Numeracy from 46 per cent (2022) to 48.25 per cent <p>1.4 By the end 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 55 per cent (2022) to 57 per cent • In Writing from 20 per cent (2022) to 23.75 per cent • In Numeracy from 30 per cent to 32 per cent <p>1.5 By the end of 2023, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • in Reading from 22.6 per cent (2022) to 24 per cent • in Writing from 17.6 per cent (2022) to 19 per cent • in Number and Algebra from 19.6 per cent (2022) to 22 per cent <p>2.1 By the end of 2023, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in Student voice and agency from 81 percent (2022) to 85 per cent • in Sense of confidence from 90 percent (2022) to 92.5 per cent • in Motivation and interest from 88% (2022) to 90 per cent <p>2.2 By the end of 2023, the percentage of</p>
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			<p>parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • in Student voice and agency from 79 per cent (2022) to 83 per cent • in Stimulating learning environment from 78 per cent (2022) to 82 per cent
To improve the learning growth of every student in literacy and numeracy	Yes	<p>By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 21 per cent in 2021 to 30 per cent • Writing from 11 per cent in 2021 to 25 per cent • Numeracy from 14 per cent in 2021 to 30 per cent. 	<p>1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Numeracy from 14 per cent (2021) to 18 per cent
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		<ul style="list-style-type: none"> • Writing from 51 per cent in 2022 to 60 per cent • Numeracy from 46 per cent in 2022 to 55 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 55 per cent in 2022 to 60 per cent • Writing from 20 per cent in 2022 to 35 per cent • Numeracy from 30 per cent in 2022 to 35 per cent. 	<p>NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Numeracy from 30 per cent to 32 per cent
		<p>By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • Reading from 17.6 per cent in 2022 to 25 per cent • Writing from 10.6 per cent in 2022 to 20 per cent • Number and Algebra from 16.5 per cent in 2022 to 25 per cent 	<p>1.5 By the end of 2023, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • in Number and Algebra from 19.6 per cent (2022) to 22 per cent
<p>To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.</p>	<p>No</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 85 per cent in 2021 to 90 per cent • Sense of confidence from 88 per cent in 2021 to 90 per cent • Motivation and interest from 88 per cent in 2021 to 90 per cent. 	

		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 82 per cent in 2021 to 90 per cent • Stimulating learning environment from 85 per cent in 2021 to 90 per cent. 	

Goal 1	<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>
12 Month Target 1.1	<p>1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 21 per cent (2021) to 23.25 per cent • in Writing from 11 per cent (2021) to 14.5 per cent cent • in Numeracy from 14 per cent (2021) to 18 per cent <p>1.2 By the end of 2023, the percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 72.3 per cent (2021) to 74.25 per cent • in Writing from 84.4 per cent (2021) to 85.5 per cent • in Numeracy from 75.5 per cent (2021) to 77.5 per cent <p>1.3 By the end of 2023, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 63 per cent (2022) to 64.75 per cent • In Writing from 51 per cent(2022) to 53.25 per cent • In Numeracy from 46 per cent (2022) to 48.25 per cent <p>1.4 By the end 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p>

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Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p>Goal 2</p>	<p>To improve the learning growth of every student in literacy and numeracy</p>	
<p>12 Month Target 2.1</p>	<p>1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Numeracy from 14 per cent (2021) to 18 per cent 	
<p>12 Month Target 2.2</p>	<p>1.2 By the end of 2023, the percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Numeracy from 75.5 per cent (2021) to 77.5 per cent 	
<p>12 Month Target 2.3</p>	<p>.3 By the end of 2023, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Numeracy from 46 per cent (2022) to 48.25 per cent <p>1.4 By the end 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Numeracy from 30 per cent to 32 per cent 	
<p>12 Month Target 2.4</p>	<p>1.5 By the end of 2023, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • in Number and Algebra from 19.6 per cent (2022) to 22 per cent 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning.</p>	
		<p>Yes</p>

<p>KIS 2 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop a responsive approach to improving teaching and learning using the PLC inquiry cycle</p>	<p>No</p>
<p>KIS 3 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students.</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>This Key Improvement Strategy has been chosen to continue the work completed last year as part of Project 22. Project 22 was a successful partnership between Diamond Creek East Primary School and members of the Regional school improvement team, including our Senior Education Improvement Leader, the school's designated Education Improvement Leader and the PLC Team Leader. The partnership's work focused on improvement of the school's Mathematics Program and included developing tools to use for formatively assessing mathematic teaching and learning. By selecting this Key Improvement Strategy we aim to make the links between our Scope and Sequence, assessment methods, Numeracy learning progressions and the Mathematics curriculum more cohesive to support the PLC Improvement Cycle.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 21 per cent (2021) to 23.25 per cent • in Writing from 11 per cent (2021) to 14.5 per cent • in Numeracy from 14 per cent (2021) to 18 per cent <p>1.2 By the end of 2023, the percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 72.3 per cent (2021) to 74.25 per cent • in Writing from 84.4 per cent (2021) to 85.5 per cent • in Numeracy from 75.5 per cent (2021) to 77.5 per cent <p>1.3 By the end of 2023, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 63 per cent (2022) to 64.75 per cent • In Writing from 51 per cent(2022) to 53.25 per cent • In Numeracy from 46 per cent (2022) to 48.25 per cent <p>1.4 By the end 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 55 per cent (2022) to 57 per cent • In Writing from 20 per cent (2022) to 23.75 per cent • In Numeracy from 30 per cent to 32 per cent <p>1.5 By the end of 2023, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none"> • in Reading from 22.6 per cent (2022) to 24 per cent • in Writing from 17.6 per cent (2022) to 19 per cent • in Number and Algebra from 19.6 per cent (2022) to 22 per cent <p>2.1 By the end of 2023, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in Student voice and agency from 81 percent (2022) to 85 per cent

	<ul style="list-style-type: none"> • in Sense of confidence from 90 percent (2022) to 92.5 per cent • in Motivation and interest from 88% (2022) to 90 per cent <p>2.2 By the end of 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • in Student voice and agency from 79 per cent (2022) to 83 per cent • in Stimulating learning environment from 78 per cent (2022) to 82 per cent
KIS 1 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	<p>The high level actions the school will undertake to drive progress against this KIS include:</p> <ol style="list-style-type: none"> 1. Embed evidence based practice throughout the school by implementing the PLC inquiry cycle. 2. Build staff capacity in assessment and data literacy in order to identify and meet students' individual learning needs.
Outcomes	<p>School leaders will:</p> <ol style="list-style-type: none"> 1. Facilitate evidence based professional learning that responds to and meets the needs of all PLC teams. 2. Meet regularly to monitor, track and moderate school wide assessment data. 3. Promote a relentless focus on student learning and wellbeing. 4. Regularly collaborate to monitor the AIP and adjust the professional learning plan based on the needs identified at each stage of implementation. 5. Take part in weekly learning walks to promote accountability to school priorities. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Improve their capability to use data to identify students' point of need and use responsive teaching practices to deliver a differentiated curriculum. 2. Become more agentic in their own professional learning 3. Demonstrate improved collective responsibility 4. Develop improved curriculum knowledge by accessing evidence based resources including learning progressions, professional readings and DET resources. 5. Co-create student learning goals for literacy and numeracy and regularly monitor and support student progress towards their goals. <p>Students will:</p> <ol style="list-style-type: none"> 1. Be increasingly aware of their learning goals

	<p>2. Be consistently working at their point of need and will be supported and extended when required.</p> <p>3. Be engaged and active participants in the learning process.</p>			
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. By the end of Term 1 all PLC teams will have completed their first inquiry cycle. 2. PLC teams tracking and recording student achievement, point of need and growth data across a PLC cycle. 3. Weekly PLC meetings following the new agenda across the school. 4. Differentiated curriculum documents and evidence of student learning at different levels 5. All teams using the revised assessment schedule to triangulate 6. Data used to identify students for tailored supports or extension 7. SIT Team meeting minutes 8. PLC minutes link to whole school priorities 9. Logical links between SIT meeting agendas and PLC agendas 10. PLC facilitators making supporting documents available at all PLC meetings, e.g. Learning Progressions etc. 11. PLC agendas provided to the teams at least 48 hours prior to PLC meetings. 12. Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth 13. Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Improved student outcomes using end of Semester 1 and 2 Teacher judgement data 2. Improved learning growth in students who are identified as part of each inquiry cycle. 3. Shift in the PLC maturity matrix 4. Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a PLC middle leadership team for 2023 including principal, assistant principal, learning specialists and PLC facilitators.	<input checked="" type="checkbox"/> Administration Team	<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
Audit previous PLC practices to establish areas of strength and growth using Maturity Matrix.	<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
Challenge Team to share their 2022 PLC journey.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Whole school Professional Learning to establish the why and what of PLCs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" 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
PLC middle leadership team review/update the schools PLC systems and practices based on audit results.	<input checked="" type="checkbox"/> Leadership Team	<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
PLC middle leadership team identify area/s of focus for first inquiry cycle.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Schedule first PLC inquiry cycle to begin Week 4, Term 1.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Schedule first PLC showcase in Week 2, Term 2 and incorporate learnings into plans for school improvement.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" 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
Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Organise learning walks to observe staff practice in chosen area of PLC focus once a week.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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

<p>Articulate the four stages of the FISO Improvement Cycle and improve staff familiarisation with AIP.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Professional learning to develop all staffs' understanding of the key steps to undertake during an inquiry cycle (FISO Improvement Cycle).</p>	<p><input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Professional learning to develop all staffs' understanding of how to use protocols to guide discussions within PLCs.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Professional learning to develop all staffs' capacity to identify relevant data sources which provide evidence of student learning and wellbeing needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Identify any gaps on the assessment resources available to the school and develop a plan for designing assessments to fill these needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Refine the school's Assessment Schedule identifying pre and post assessment points and links to common assessment tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Establish a process and protocol for evaluating teacher practice against student learning growth.	<input checked="" type="checkbox"/> All Staff	<input 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
Co-create whole school meeting norms and Area norms using agreed upon protocols.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Co-create a PLC agenda to suit our school context.	<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
Define role of PLC facilitator and Admin Leader.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Revise weekly timetable to allow PLC meetings during school day.	<input checked="" type="checkbox"/> Assistant Principal	<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
Introduction of revised Additional Assistance Program and Teacher to coordinate the program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,791.00 <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

<p>Coordinate educational consultant to provide professional learning on:</p> <ol style="list-style-type: none"> 1. Developmental learning pathways & curriculum roadmap design. 2. Assessment criteria across levels of achievement. 3. Assessment within an expected range (or level) of achievement. 	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$6,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>The high level actions the school will undertake to drive progress against this KIS include:</p> <ol style="list-style-type: none"> 1. Review, refine and co-design a documented whole school approach to wellbeing 2. Enhance the school's early intervention and trauma informed practices and incorporate this into the co-designed scope and sequence. 			
<p>Outcomes</p>	<p>School leaders will:</p> <ol style="list-style-type: none"> 1. Have an increased understanding of the school's wellbeing needs. 2. Be confident in the ability to lead the whole school approach to Wellbeing. 3. School leaders will be confident to make referrals to other agencies as required. 4. Support all staff to develop IWP for 'at-risk' and vulnerable students. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Integrate wellbeing practices throughout the curriculum linked to the Perma Plus model of positive psychology. 2. Demonstrate improved capacity to teach wellbeing and regulation strategies. 3. Consistently access and implement the whole school scope and sequence. 4. Be able to identify and respond to the individual needs of students. 5. Be aware of and access the referral process for 'at-risk' students. 6. Co-design the wellbeing scope and sequence with students. 			

	<p>7. Lead more active student committees across the school.</p> <p>8. Demonstrate an increased capacity to identify and support students who are vulnerable due to trauma or other hardship.</p> <p>9. Develop IWPs for students deemed 'at-risk' or vulnerable in collaboration with families, school leadership and other allied health professionals.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop a 'Ready to Learn' plan linked to zones of regulation and existing wellbeing programs and practice. 2. Be involved in the development/co-creation of the DCE wellbeing Scope and Sequence. 3. Wellbeing Captains will have a defined role and responsibility within the school. 4. Have an awareness of the referral process for 'at-risk' students . 5. Demonstrate improved emotional literacy skills. 6. Improved awareness of and ability to use regulation strategies to support their wellbeing
<p>Success Indicators</p>	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. Student committees set up and operate to activate student voice and agency. 2. Student IWPs developed and shared with school leaders. 3. School leaders modelling and reinforcing an optimistic mindset and approach to supporting student wellbeing. 4. Plan developed for reviewing, refining and co-designing the wellbeing scope and sequence. 5. Wellbeing practices and understandings are integrated throughout the school wide curriculum. 6. Increased documentation by all teaching staff to record wellbeing concerns and behavioural incidents to assist in identifying patterns of concerning behaviours. 7. Students have created and readily use and access their individual Ready to Learn plan. 8. Increased confidence and capacity to identify students who may be 'at-risk' or vulnerable. 9. Documentation and processes to support early intervention and referrals both internally and externally developed and in use. 10. Expected behaviours (framed positively) on display prominently throughout the school. 11. Use of the school's unique wellbeing language is evident during learning walks. <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Successful completion of the documentation of the school's wellbeing scope and sequence. The use of this supporting resource will be evident throughout the school. 2. Attitude to School Survey will reflect positive increases in responses for factors: teacher concern (my teacher seems to know if something is bothering me), resilience (decrease in percentage of students identifying as having low resilience), emotional awareness and regulation (overall), help seeking (an adult in your school who is not your teacher). 3. Parent Opinion Survey will reflect positive increases in response for factors: teacher communication (overall), confidence and resilience skills (overall) 4. 'At risk' and vulnerable students are identified and where appropriate connected to external professionals.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and refine the use of the Perma Plus model of positive psychology and its links to our school's wellbeing approach.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" 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
Defined role for leader of Wellbeing Captains established.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Wellbeing Captains meet regularly to discuss actions and purpose.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$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
Wellbeing committee to meet regularly.	<input checked="" type="checkbox"/> Wellbeing Team	<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
F-6 documented Scope and Sequence of DCE's Wellbeing Program created.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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
Revision of the Feeling Fabulous and BEE days to reflect revised scope and sequence and Wellbeing Program.	<input checked="" type="checkbox"/> Wellbeing Team	<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
Facilitate a parents/carers workshop to assist in co-designing our wellbeing scope and sequence.	<input checked="" type="checkbox"/> Principal	<input 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

<p>Student Brain Fitness conference revised and delivered in Term 1, 2023.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$8,360.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Engage a psychologist to lead the school's early intervention and trauma informed work with staff and parents/carers.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,216.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Start Up Programs revised to include a focus on Optimism and the neuroscience behind the importance of mindful breathing and the promotion of the regulation strategy of Name It To Tame It.</p>	<p><input checked="" type="checkbox"/> PLT Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Inclusion of Wellbeing articles in whole school and area newsletters.	<input checked="" type="checkbox"/> Wellbeing Team	<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
Wellbeing Captains to write newsletter articles and present items at assembly.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Improved staff understanding of how and when to record behavioural/wellbeing concerns on COMPASS.	<input checked="" type="checkbox"/> Assistant Principal	<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
Coordinate with SSS to provide PL to develop a clear understanding of the referral process for 'at risk' students.	<input checked="" type="checkbox"/> Assistant Principal	<input 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
Promotion of Child Safe practices incorporated into Startup programs, e.g. Who can help me, where can I go for help.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Release Wellbeing Coordinator and Team to lead the Development of our Wellbeing Scope and Sequence.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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
Employ school based staff to provide students access to a school wellbeing support dog.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,353.00 <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
Goal 2	To improve the learning growth of every student in literacy and numeracy			
12 Month Target 2.1	1.1 By the end of 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> in Numeracy from 14 per cent (2021) to 18 per cent 			
12 Month Target 2.2	1.2 By the end of 2023, the percentage of Year 5 students assessed as meeting, or above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> in Numeracy from 75.5 per cent (2021) to 77.5 per cent 			
12 Month Target 2.3	1.3 By the end of 2023, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none"> In Numeracy from 46 per cent (2022) to 48.25 per cent 1.4 By the end 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none"> In Numeracy from 30 per cent to 32 per cent 			
12 Month Target 2.4	1.5 By the end of 2023, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement: <ul style="list-style-type: none"> in Number and Algebra from 19.6 per cent (2022) to 22 per cent 			
KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning.			
Actions	The high level actions the school will undertake to drive progress against this KIS include: <ol style="list-style-type: none"> Developing high quality common assessment tasks to support responsive point of need teaching and learning in Numeracy. Developing teacher capability and understanding of Numeracy learning progressions and how to use formative assessment strategies 'in the moment' to respond to student learning needs. 			

Outcomes	<p>School leaders will:</p> <ol style="list-style-type: none"> 1. Regularly engage with and support PLC teams to use formative assessment strategies which allow teachers to identify individual point of needs. 2. Establish processes to regularly reflect on and review the school's assessment schedule to ensure its effectiveness. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Demonstrate improved confidence to respond to student individual point of need. 2. Regularly use and select effective formative assessment strategies to influence planning through Professional Learning Communities. 3. More efficiently collect, analyse and use both formative and summative data. 4. Use data gathered through formative assessment in a timely manner to improve student learning outcomes. <p>Students will:</p> <ol style="list-style-type: none"> 1. More confidently articulate what they are learning, how they are progressing and what their next steps are. 2. Continue to display positive dispositions towards the teaching and learning of Maths. 			
Success Indicators	<p>Early Indicators:</p> <ol style="list-style-type: none"> 1. PLC Meeting Minutes. 2. SIT Meeting Minutes. 3. Visible Leadership Schedule. 4. Learning Walks and collected evidence. 5. IEPs. 6. Planning documents. 7. Documented list of formative assessment strategies used. 8. Students receiving increased feedback to inform their next point of need. <p>Late Indicators:</p> <ol style="list-style-type: none"> 1. Improved student outcomes using end of Semester 1 and 2 Teacher judgement data in Mathematics. 2. Improved learning growth in students who are identified as part of each inquiry cycle. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a weekly/fortnightly meeting with Catherine Gunn - Education Improvement Leader and Stephen Campbell, Suzy Evans and Matt Buckley.	<input checked="" type="checkbox"/> Principal	<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
Carry out a review of the school's existing resources and planning documentation to identify our starting point for improving our formative and summative assessment practices.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Establish a process to link Maths planning with the PLC inquiry cycle, scope and sequences and assessment schedules.	<input checked="" type="checkbox"/> School Improvement Team	<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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$34,290.80	-\$34,290.80
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$54,929.01	-\$54,929.01
Total	\$0.00	\$89,219.81	-\$89,219.81

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle.	\$5,000.00
Organise learning walks to observe staff practice in chosen area of PLC focus once a week.	\$2,000.00
Identify any gaps on the assessment resources available to the school and develop a plan for designing assessments to fill these needs.	\$2,500.00
Introduction of revised Additional Assistance Program and Teacher to coordinate the program.	\$24,791.00
F-6 documented Scope and Sequence of DCE's Wellbeing Program created.	\$7,000.00
Student Brain Fitness conference revised and delivered in Term 1, 2023.	\$8,360.00
Engage a psychologist to lead the school's early intervention and trauma informed work with staff and parents/carers.	\$20,216.00

Release Wellbeing Coordinator and Team to lead the Development of our Wellbeing Scope and Sequence.	\$7,000.00
Employ school based staff to provide students access to a school wellbeing support dog.	\$12,353.00
Totals	\$89,220.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Organise learning walks to observe staff practice in chosen area of PLC focus once a week.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing
Identify any gaps on the assessment resources available to the school and develop a plan for designing assessments to fill these needs.	from: Term 1 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Introduction of revised Additional Assistance Program and Teacher to coordinate the program.	from: Term 1 to: Term 4	\$24,790.80	<input checked="" type="checkbox"/> School-based staffing
Totals		\$34,290.80	

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
F-6 documented Scope and Sequence of DCE's Wellbeing Program created.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Student Brain Fitness conference revised and delivered in Term 1, 2023.	from: Term 1 to: Term 1	\$8,360.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Engage a psychologist to lead the school's early intervention and trauma informed work with staff and parents/carers.	from: Term 1 to: Term 4	\$20,216.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Release Wellbeing Coordinator and Team to lead the Development of our Wellbeing Scope and Sequence.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member

Employ school based staff to provide students access to a school wellbeing support dog.	from: Term 1 to: Term 4	\$12,353.01	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$54,929.01	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school Professional Learning to establish the why and what of PLCs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLC middle leadership team review/update the schools PLC systems and practices based on audit results.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<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
Schedule first PLC showcase in Week 2, Term 2 and incorporate learnings into plans for school improvement.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Organise learning walks to observe staff practice in chosen area of PLC focus once a week.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Professional learning to develop all staffs' understanding of the key steps to undertake during an inquiry cycle (FISO Improvement Cycle).	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning to develop all staffs' understanding of how to use protocols to guide discussions within PLCs.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning to develop all staffs' capacity to identify relevant data sources which provide evidence of student learning and wellbeing needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify any gaps on the assessment resources available to the school and develop a plan for designing assessments to fill these needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Coordinate educational consultant to provide professional learning on: 1. Developmental learning pathways & curriculum roadmap design. 2. Assessment criteria across levels of achievement. 3. Assessment within an expected range (or level) of achievement.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Toby McIlrath <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review and refine the use of the Perma Plus model of positive psychology and its links to our school's wellbeing approach.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<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
F-6 documented Scope and Sequence of DCE's Wellbeing Program created.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Brain Fitness conference revised and delivered in Term 1, 2023.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Maria Ruberto	<input checked="" type="checkbox"/> On-site
Engage a psychologist to lead the school's early intervention and trauma	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Maria Ruberto	<input checked="" type="checkbox"/> On-site

informed work with staff and parents/carers.		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development			
Release Wellbeing Coordinator and Team to lead the Development of our Wellbeing Scope and Sequence.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a process to link Maths planning with the PLC inquiry cycle, scope and sequences and assessment schedules.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site