

2023 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)



Submitted for review by Olivia Richards (School Principal) on 19 January, 2023 at 11:51 AM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 31 January, 2023 at 10:06 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Excelling
	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	<p>Following our Self-Evaluation we have identified the following areas for growth and improvement:</p> <ul style="list-style-type: none"> - continue to embed the Instructional Model across the School, particularly targeting new staff members in upskilling them in the BPS pedagogical approach outlined in the model, and continuing to develop the staff's understanding of use of HITS - continuing our relationships with our Literacy Coach to work with us on Writing, particularly looking to develop our students' abilities to increase their growth from Year 3 to Year 5 by increasing teacher capacity to drive student-outcomes - to build staff capacity to use data effectively by developing their data literacy skills - to develop the effective use of Student Voice to build teacher and student capacity to reflect and direct their own learning
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	<p>and engage positively as active members of their communities, continuing our ongoing relationship with the Quaglia Institute</p> <ul style="list-style-type: none"> - to refine and enhance the wholistic and integrated approach of Wellbeing across the School into everyday practice of staff and students, including the embedding of inclusive education practices - continue to build and strengthen school/home/community partnerships, including using our parent expertise to support teaching and learning and seeking feedback from our families on how to strengthen communication and build mutual understanding.
Considerations for 2023	<ul style="list-style-type: none"> - continue to build staff capacity to understand and implement the BPS Instructional Model. - continue to undertake professional learning in English to build teacher capacity to drive student growth, with a focus on Writing - build staff skills in analysing and using data - deepen and enrich staff understandings about what effective Student Voice is and embed this into classroom practice across the school - continue to develop whole school understandings of a wholistic approach to teaching and learning of Wellbeing.
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 optimise learning growth for all students in English and Mathematics.
Target 2.1	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.
Target 2.2	By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.
Target 2.3	<p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <ul style="list-style-type: none"> • in Reading from 7% in 2020 to 42% • in Writing from 5.5% in 2020 to 38%

	<ul style="list-style-type: none"> • in Number and Algebra from 23.5% in 2020 to 45%.
Target 2.4	<p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <ul style="list-style-type: none"> • in Reading from 29% in 2020 to 10% • in Writing from 30% in 2020 to 10% • in Number and Algebra from 16% in 2020 to 8%
Key Improvement Strategy 2.a Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.
Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
Target 3.1	<p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase:</p> <ul style="list-style-type: none"> • In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% • In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%.

Target 3.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.
Key Improvement Strategy 3.a Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement common language, understandings and practices that support student voice and agency in learning.
Goal 4	To continue to develop respectful, resourceful, and resilient students who embody the school values.
Target 4.1	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: <ul style="list-style-type: none"> • School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% • Sense of inclusion factor, from 87% in 2021 to 92%
Target 4.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 92%.
Key Improvement Strategy 4.a	Investigate and implement ways of measuring improvement in student personal wellbeing and connectedness.

Health and wellbeing	
Key Improvement Strategy 4.b Health and wellbeing	Develop and embed a wholistic approach to wellbeing across the school.
Key Improvement Strategy 4.c Health and wellbeing	Investigate authentic opportunities for students to develop and maintain a strong sense of personal wellbeing and connectedness.

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>STUDENT LEARNING</p> <p>By the end of 2023, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 32% in 2023.</p> <p>By the end of 2023 the percentage of Year 5 students assessed as being in the top bands for NAPLAN Writing will increase from 46% in 2022 to at or above 48% in 2023.</p> <p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <p>in Reading from 33% in 2022 to 36% in 2023 in Writing from 25% in 2022 to 29% in 2023 in Number and Algebra from 41% 2022 in 2023 to 42%.</p>

			<p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <p>in Reading from 11% in 2022 to at or below 10% in 2023 in Writing from 8% in 2022 to maintain at or below 10% in 2023 in Number and Algebra from 8% in 2022 to at or below 8% in 2023.</p> <p>WELLBEING</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain:</p> <p>School Connectedness (Sense of belonging) factor, from 75% in 2022 data to 82% in 2023. Sense of inclusion factor, from 80% in 2022 to 87% in 2023.</p> <p>By the end of 2023, the percentage of parents reporting positive endorsement to the Parent/Caregiver/Guardian Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2022 to 88% in 2023</p>
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			In addition, we plan to introduce a School-wide Wellbeing survey (differentiated for different year levels), which will be administered twice a year, and we would hope to see improvement across this time span.
To optimise learning growth for all students in English and Mathematics.	No	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.	
		By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.	
		By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: <ul style="list-style-type: none"> • in Reading from 7% in 2020 to 42% • in Writing from 5.5% in 2020 to 38% • in Number and Algebra from 23.5% in 2020 to 45%. 	

		<p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <ul style="list-style-type: none"> • in Reading from 29% in 2020 to 10% • in Writing from 30% in 2020 to 10% • in Number and Algebra from 16% in 2020 to 8% 	
To create empowered learners who are actively engaged in and connected to their learning.	Yes	<p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase:</p> <ul style="list-style-type: none"> • In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% • In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%. 	<p>By the end of 2023 the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey measures will increase:</p> <p>In Student Voice and Agency from 53% in 2022 to 61% in 2023. In Emotional Awareness and Regulation from 66% in 2022 to 80% in 2023.</p>
		<p>By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.</p>	<p>By end of 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2022 to 84%.in 2023.</p>
	No	<p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School</p>	

To continue to develop respectful, resourceful, and resilient students who embody the school values.	Survey (AtoSS) measures will increase in the social engagement domain: <ul style="list-style-type: none"> • School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% • Sense of inclusion factor, from 87% in 2021 to 92% 	
	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 92%.	

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>STUDENT LEARNING</p> <p>By the end of 2023, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 32% in 2023.</p> <p>By the end of 2023 the percentage of Year 5 students assessed as being in the top bands for NAPLAN Writing will increase from 46% in 2022 to at or above 48% in 2023.</p> <p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <p>in Reading from 33% in 2022 to 36% in 2023</p>

	<p>in Writing from 25% in 2022 to 29% in 2023 in Number and Algebra from 41% 2022 in 2023 to 42%.</p> <p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <p>in Reading from 11% in 2022 to at or below 10% in 2023 in Writing from 8% in 2022 to maintain at or below 10% in 2023 in Number and Algebra from 8% in 2022 to at or below 8% in 2023.</p> <p>WELLBEING</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain:</p> <p>School Connectedness (Sense of belonging) factor, from 75% in 2022 data to 82% in 2023. Sense of inclusion factor, from 80% in 2022 to 87% in 2023.</p> <p>By the end of 2023, the percentage of parents reporting positive endorsement to the Parent/Caregiver/Guardian Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2022 to 88% in 2023</p> <p>In addition, we plan to introduce a School-wide Wellbeing survey (differentiated for different year levels), which will be administered twice a year, and we would hope to see improvement across this time span.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
<p>KIS 1 Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</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>Yes</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>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 create empowered learners who are actively engaged in and connected to their learning.</p>	
<p>12 Month Target 2.1</p>	<p>By the end of 2023 the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey measures will increase:</p> <p>In Student Voice and Agency from 53% in 2022 to 61% in 2023. In Emotional Awareness and Regulation from 66% in 2022 to 80% in 2023.</p>	
<p>12 Month Target 2.2</p>	<p>By end of 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2022 to 84%.in 2023.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Investigate and implement ways of measuring improvement in student voice and agency in our learners</p>	<p>No</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Develop and implement common language, understandings and practices that support student voice and agency in learning.</p>	<p>Yes</p>

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

The importance of building student voice and agency in learning was identified in our School Strategic Plan (SSP), as well as being aligned with the FISO 2.0. Data from Student and Parent/Caregiver/Guardian opinion surveys in 2022 show that the school has not made improvement in these areas this year, so therefore it is a high priority focus for 2023.

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>STUDENT LEARNING</p> <p>By the end of 2023, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 32% in 2023.</p> <p>By the end of 2023 the percentage of Year 5 students assessed as being in the top bands for NAPLAN Writing will increase from 46% in 2022 to at or above 48% in 2023.</p> <p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <p>in Reading from 33% in 2022 to 36% in 2023 in Writing from 25% in 2022 to 29% in 2023 in Number and Algebra from 41% 2022 in 2023 to 42%.</p> <p>By the end of 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <p>in Reading from 11% in 2022 to at or below 10% in 2023 in Writing from 8% in 2022 to maintain at or below 10% in 2023 in Number and Algebra from 8% in 2022 to at or below 8% in 2023.</p> <p>WELLBEING</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain:</p> <p>School Connectedness (Sense of belonging) factor, from 75% in 2022 data to 82% in 2023. Sense of inclusion factor, from 80% in 2022 to 87% in 2023.</p>

	<p>By the end of 2023, the percentage of parents reporting positive endorsement to the Parent/Caregiver/Guardian Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2022 to 88% in 2023</p> <p>In addition, we plan to introduce a School-wide Wellbeing survey (differentiated for different year levels), which will be administered twice a year, and we would hope to see improvement across this time span.</p>
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>Whole School Level Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Build staff capacity to effectively run writing targeted to their students.</p> <p>Classroom Level Embed consistent approaches to formative assessment. Use PLCs for staff to collaboratively plan units of work targeting the needs of all students in the class Teachers embed writing strategies from PD into their classroom practice.</p> <p>Individual & Group Level Build staff capacity to use data to implement a targeted and differentiated program at each student's point of need. Identify students to participate in small group tutoring programs. Writing clinics and one-on-one conferencing will support individual/group differentiation.</p>
Outcomes	<p>Whole School Teachers will confidently and accurately identify student learning needs of all of their students.</p> <p>Classroom Teachers will provide students with the opportunity to work at their level using targeted instruction and resources, meeting all students needs</p> <p>Individual & Small Group Identified students will have targeted learning at their points of need, including through the TLI, Reading Recovery and EAL programs</p>

<p>Success Indicators</p>	<p>Whole School Early indicators Classroom observations demonstrate practices targeted to identified student learning needs. Late indicators By end 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase:</p> <ul style="list-style-type: none"> • in Reading from 33% to 36% • in Writing from 25% to 29% • in Number and Algebra from 41% to 42%. <p>By end 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:</p> <ul style="list-style-type: none"> • in Reading from 11% to 10% • in Writing from 8% to at or below 10% • in Number and Algebra from 8% to at or below 8%. <p>Classroom Early Indicator Documentation and data from formative assessments. Writing assessment grids will track individual student learning against the learning outcomes of the units. Late Indicators Formal assessments taken throughout the year will show growth in student learning in reading and maths, including PM Benchmarking, PROBE, Star Assessment, Essential Assessment and PATReading and PATMaths. Independent use by students in their writing of skills and strategies that have been taught</p> <p>Individual & Small Groups Early Indicators Data used to identify students for tailored supports. Differentiated resources used in tailored supports.</p> <p>Late Indicators Targeted students, such as those in TLI, Reading Recovery and EAL, will show growth in their learning Post formal assessments will show growth Moderation of writing samples demonstrates progress in student learning</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

Professional Learning on English, with a priority focus on Writing, with Terri Campbell	<input checked="" type="checkbox"/> Curriculum Co-ordinator (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
Timetabled weekly PLC/Collaborative Time across the school, including a focus on Reading, Writing and Mathematics for teachers responsible for these areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<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
Learning Support provided in Reading and Writing in Reading Recovery.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,978.90 <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
Coaching and Mentoring of staff focused on best practice in English and Mathematics teaching and learning, particularly targeted to Graduate Teachers	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Provide Professional Learning around the professional responsibilities of Inclusion Education	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole School Embed a whole school approach to social/emotional wellbeing. Wellbeing is the focus in Term One across the entire school. The opening weeks of the year, for each classroom, will be prioritised by events, tasks that promote connectedness, fun, wellbeing amongst each classroom cohort across the school. The extended period of time focusing on developing social, emotional skills as a priority will equip students for future success, collaboration and connectedness for the rest of the year.</p> <p>Classroom Strengthen in-class relationships through peer and group learning activities. Teachers to continue to support students to develop interpersonal and emotional skills (e.g. gratitude, kindness, respect, persistence, resilience) through modelling, Respectful Relationships lessons, team-building/collaborative tasks and reflection.</p> <p>Individual & Small Groups Students with emerging or acute wellbeing needs identified and referred appropriately. Students with particular social/emotional needs will have IEPS that ensure they are provided additional support to ensure their success/development in their areas of need.</p>			
Outcomes	<p>Whole School Teachers, Leaders and the School community will share a common understanding of the whole school approach to supporting social/emotional wellbeing. Through prompts, tasks or provocations, across the school, each term will feature a 'focus week' where classes at each level are encouraged to explore a certain topic/concept, enabling the school to participate in a school-wide 'learning opportunity' for us to share and celebrate across year levels.</p> <p>Classroom Students will feel supported and engaged in their class groups and contribute to a strong classroom culture. Classrooms are to prioritise student wellbeing across all learning areas; there will be a focus on student voice/agency, learning styles, developing a sense of community, developing problem-solving strategies and emotional intelligence, and celebrating exemplar behaviour.</p> <p>Individual & Small Groups Students with emerging or acute wellbeing needs will be prioritised for extra learning support.</p>			

Success Indicators	<p>Whole School Early Indicators Successful beginning, transition into new year by prioritising Wellbeing in each classroom for an extended period of time, and maintaining focus throughout year. Late Indicators Student, staff and parent perception survey results.</p> <p>Classroom Early Indicators Students demonstrating sense of wellbeing by commitment to learning, collaboration with peers. Late Indicators More emotionally sound, proactive and happy young people who feel connected to their peers, learning and school community.</p> <p>Individual & Small Groups Early Indicator Documentation of strategies students at risk will use in classes and at school, including individual support plans. Late Indicator Reduction in chronicle-reported incidents for at-risk students</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Whole-staff PD for incorporating ideas for Wellbeing goals and development across the School</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<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>

Implementation of the Positive Social Environment Plan (High Five) across the school	<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
Code of Conduct booklets discussed and implemented across the School	<input checked="" type="checkbox"/> Wellbeing 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
Goal 2	To create empowered learners who are actively engaged in and connected to their learning.			
12 Month Target 2.1	By the end of 2023 the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey measures will increase:			

	In Student Voice and Agency from 53% in 2022 to 61% in 2023. In Emotional Awareness and Regulation from 66% in 2022 to 80% in 2023.
12 Month Target 2.2	By end of 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2022 to 84%.in 2023.
KIS 1 Empowering students and building school pride	Develop and implement common language, understandings and practices that support student voice and agency in learning.
Actions	<p>Whole School Level Professional learning to develop staff understanding and use of common language around Student Voice across the school</p> <p>Classroom Level Student voice vocabulary and posters displayed in every classroom Use some of the common language around student voice in establishing class norms</p> <p>Individual & Group Level Fostering students understandings to identify and use their own voice</p>
Outcomes	<p>Whole School A common language around Student Voice is evident across the school, both in classrooms and in the yard Planning days have the goal of developing student voice at the forefront of decision making for the term ahead</p> <p>Classroom Posters and vocabulary are displayed in every classroom, referred to by teachers and students, and it becomes part of everyday practice</p> <p>Individual & Small Group Students can identify the type of voice they want to enact and have avenues to use it effectively</p>
Success Indicators	By the end of 2023 the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey measures will increase: In Student Voice and Agency from 53% in 2022 to 61% in 2023. In Emotional Awareness and Regulation from 66% in 2022 to 80% in 2023.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning with Sue Bryen from the Quaglia Institute	<input checked="" type="checkbox"/> Teacher(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
A common language around student voice to be promoted in classrooms and in parent communication	<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

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	\$11,978.90	-\$11,978.90
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$11,978.90	-\$11,978.90

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning Support provided in Reading and Writing in Reading Recovery.	\$11,978.90
Totals	\$11,978.90

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Support provided in Reading and Writing in Reading Recovery.	from: Term 1 to: Term 4	\$11,978.90	<input checked="" type="checkbox"/> School-based staffing
Totals		\$11,978.90	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning on English, with a priority focus on Writing, with Terri Campbell	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Whole-staff PD for incorporating ideas for Wellbeing goals and development across the School	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Quaglia <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Learning with Sue Bryen from the Quaglia Institute	<input checked="" type="checkbox"/> Teacher(s)	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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Quaglia	<input checked="" type="checkbox"/> On-site