

2022 Annual Implementation Plan

for improving student outcomes

Mount Pleasant Road Nunawading Primary School (4808)



Submitted for review by Kim Streitberger (School Principal) on 15 February, 2022 at 02:52 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 17 February, 2022 at 02:55 PM

Endorsed by Rebecca Smith (School Council President) on 22 February, 2022 at 03:33 PM

Self-evaluation Summary - 2022

Mount Pleasant Road Nunawading Primary School (4808)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Two Data Wise/PLC Inquiry Cycles completed - Writing, S&L F-4, S&P 5/6, PLC time was prioritised and leadership attend every Learning Centre PLC, Learning Specialists support PLC leaders. To maintain Embedding: PLCs/PLTs report on how they are progressing towards meeting their professional learning goals, targets and timelines. Learning Walks and Walkthroughs to be organised through the Collegiate Support Program for all staff. An area to develop: Students give teachers feedback on the effectiveness of teaching and learning strategies; teachers adapt their pedagogy accordingly.
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding	Assessment Schedule across the school is reviewed annually and used to maintain consistency. Both digital data wall and physical wall drive reflection and understanding of attainment across year levels.

	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
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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	Collaborative Planning is driven by student data. Moderation occurs across the school in PLCs. Surveys reflect positive school culture.
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding	Strong relationships between parents and teachers. PIVOT data is very positive area for focus is mirrored in AtoSS interest and engaging learning.
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	MPRPS tiers of intervention for student Wellbeing provides a framework for staff to support students. Leadership manages and supports staff to support families and students with wellbeing. Targeted Wellbeing Programs
	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	After a thorough review with all staff during 2019 in preparation for our review and the impact of COVID 19 I have again elected to review the continua with Leadership. I have identified areas that we need either to focus on to maintain our rating or that should allow us to move up to the next rating level. Our plan is then to review the continua, during our Term One PLT with staff in 2022.
Considerations for 2022	See attached FISO Improvement Model Dimensions-Evaluation 2020.doc for considerations for 2021. With a focus around students voice/agency around feedback from students to teachers. For example: To maintain excelling: Students give teachers feedback on the effectiveness of teaching and learning strategies; teachers adapt their pedagogy accordingly. How can we use the PIVOT survey data: PIVOT: Student interest, I am encouraged to share my ideas or opinions about what we are learning, this class keeps my attention, this teacher makes what we are learning interesting.
Documents that support this plan	FISO ContinuaForSchoolImprovement (1) Evaluation.docx (10.42 MB) FISO Improvement Model Dimensions-Evaluation 2020 (1).docx (0.02 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy outcomes for all students
Target 2.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 36 per cent (2023).
Target 2.2	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN reading will decrease from 21 per cent (2019) to 15 per cent (2023).
Target 2.3	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN writing will increase from 21 per cent (2019) to 36 per cent (2023).

Target 2.4	By 2023 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 65 per cent (2023).
Target 2.5	By 2023 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 45 per cent (2023).
Target 2.6	By 2023 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 50 per cent (2023).
Key Improvement Strategy 2.a Building practice excellence	Embed the whole school pedagogical approach consistently to the teaching of reading in order to promote high quality teaching and learning
Key Improvement Strategy 2.b Building practice excellence	Embed a data inquiry cycle to build teacher practice and collaboration
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum
Key Improvement Strategy 2.d Evaluating impact on learning	Evaluate the Mount Pleasant Road PS reading program to assess the impact on student outcomes
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Questioning, Feedback, Differentiated Teaching).

Key Improvement Strategy 2.f Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for EAL students.
Goal 3	To improve numeracy outcomes for all students
Target 3.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 33 per cent (2023).
Target 3.2	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 10 per cent (2023).
Target 3.3	By 2023 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 52 per cent (2023).
Target 3.4	By 2023 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2023).
Target 3.5	By 2023 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 47 per cent (2023).
Target 3.6	By 2023 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 47 per cent (2023).

Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 3.b Building practice excellence	Develop a deeper understanding of the maths proficiency strands, content knowledge and teaching practices to support student progress in mathematics
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Feedback, Differentiated Teaching).
Goal 4	To improve wellbeing and engagement in learning for all students
Target 4.1	<p>To improve the following factors on the AToSS:</p> <ol style="list-style-type: none"> 1. Motivation and interest from 78 per cent (2019) to 85 per cent in (2023). 2. Student voice and agency from 70 per cent (2019) to 80 per cent (2023). 3. Teacher concern from 75 per cent (2019) to 85 per cent (2023). 4. Resilience from 75 per cent (2019) to 85 per cent (2023) <p>To improve the following factors on the POS</p> <ol style="list-style-type: none"> 1. My child has been bullied recently at school 68% positive (2019) 80% positive by (2023)
Key Improvement Strategy 4.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom, school and community

Key Improvement Strategy 4.b Health and wellbeing	Embed a whole school wellbeing framework, including scheduled opportunities for evaluating its impact
Key Improvement Strategy 4.c Health and wellbeing	Use the FISO improvement cycle to establish a range of data sources to monitor student engagement and wellbeing.
Key Improvement Strategy 4.d Building communities	Continue to develop and extend the real world, including global, learning opportunities
Key Improvement Strategy 4.e Setting expectations and promoting inclusion	Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority: 1.To increase the percentage of students achieving in the top two bands in Year 5 in NAPLAN Numeracy from 37% to 54%. 2.To decrease the percentage of students achieving low relative growth in Year 5 in NAPLAN Numeracy from 20% to 15%. 3.By the end of 2022 students achieving above benchmark growth in Year 5 NAPLAN Numeracy to increase from 17% to 26%</p> <p>Wellbeing Priority: 1.Increase the school-wide positive endorsement of the AtoSS factor Student Voice and Agency from 66% to 70%. 2.Increase positive endorsement of the POS factor 'Student agency and voice' from 79% to 90% 3.Increase the school-wide positive endorsement of the AtoSS factor Motivation and Interest from 75% to 80%. 4.Increase positive endorsement of the POS factor 'Stimulating Learning Environment' from POS from 83% to 91%</p>

To improve literacy outcomes for all students	No	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 36 per cent (2023).	
		By 2023 the percentage of Year 5 students achieving low growth in NAPLAN reading will decrease from 21 per cent (2019) to 15 per cent (2023).	
		By 2023 the percentage of Year 5 students achieving high growth in NAPLAN writing will increase from 21 per cent (2019) to 36 per cent (2023).	
		By 2023 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 65 per cent (2023).	
		By 2023 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 45 per cent (2023).	
		By 2023 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 50 per cent (2023).	

To improve numeracy outcomes for all students	No	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 33 per cent (2023).	
		By 2023 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 10 per cent (2023).	
		By 2023 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 52 per cent (2023).	
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		By 2023 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 47 per cent (2023).	
		By 2023 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 47 per cent (2023).	

To improve wellbeing and engagement in learning for all students	No	<p>To improve the following factors on the AToSS:</p> <ol style="list-style-type: none"> 1. Motivation and interest from 78 per cent (2019) to 85 per cent in (2023). 2. Student voice and agency from 70 per cent (2019) to 80 per cent (2023). 3. Teacher concern from 75 per cent (2019) to 85 per cent (2023). 4. Resilience from 75 per cent (2019) to 85 per cent (2023) <p>To improve the following factors on the POS</p> <ol style="list-style-type: none"> 1. My child has been bullied recently at school 68% positive (2019) 80% positive by (2023) 	
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12 Month Target 1.1	<p>Learning Priority: 1.To increase the percentage of students achieving in the top two bands in Year 5 in NAPLAN Numeracy from 37% to 54%. 2.To decrease the percentage of students achieving low relative growth in Year 5 in NAPLAN Numeracy from 20% to 15%. 3.By the end of 2022 students achieving above benchmark growth in Year 5 NAPLAN Numeracy to increase from 17% to 26%</p> <p>Wellbeing Priority: 1.Increase the school-wide positive endorsement of the AtoSS factor Student Voice and Agency from 66% to 70%. 2.Increase positive endorsement of the POS factor 'Student agency and voice' from 79% to 90% 3.Increase the school-wide positive endorsement of the AtoSS factor Motivation and Interest from 75% to 80%.</p>

	4. Increase positive endorsement of the POS factor 'Stimulating Learning Environment' from POS from 83% to 91%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning Develop a deeper understanding of the maths proficiency strands, and teaching practices to support student progress in mathematics Use the FISO improvement cycle to review Differentiated Teaching
Outcomes	Students: Students will track and measure their own learning growth to support goal setting Students provide regular feedback on the lesson and their learning. Students will see their mistakes as an opportunity for learning and growth. Students will complete problems they don't know the answer to and work collaboratively to solve .

	<p>Teachers: Increased number of lessons will begin from different points, including Student Led, of the Instructional Model Teachers will identify student learning needs based on a range of assessment data. Teachers will implement Differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support students. Teachers will embed opportunities for students to show their skills in the proficiencies of reasoning and problem solving when teaching the curriculum</p> <p>Leaders: Students in need of targeted academic support or intervention will be identified and supported through TLI Support PLC Inquiry Cycles and SIT's through agenda guidance and Middle Leader development. Leaders will support teaching staff to build assessment and differentiation practices through PLC and SIT professional learning Provide PL around the flexibility of the Instructional Model</p> <p>Community: Given the opportunity to attend Mathematics Information Night focused on the proficiencies of Reasoning and Problem Solving to support Growth Mindset.</p>			
Success Indicators	<p>Student Goals: Students know their next steps and can set SMART goals Planning: Student learning needs are evident in planning. Planning: Lessons start at different starting points using the Instructional Model Completed PLC cycle demonstrates an improvement in practice and student outcomes and engagement. Feedback strategies will highlight growth mindset and reflections PIVOT Classroom Data Late Indicator: SAtoSS Motivation and Interest and POS Stimulating Learning Environment NAPLAN targets are met</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appointed TLI Tutor	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$115,000.00 <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
PL Schedule created that incorporates provision for PLC, SIT and Middle Leaders	<input checked="" type="checkbox"/> Leadership Team <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
Build capacity of Middle Leaders through Planning Days and ongoing support and development	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule Parent Maths night	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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 Learning Walks to focus on Actions.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning in engaging Maths tasks	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			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
Students participate in planning, presenting to planning days.	<input checked="" type="checkbox"/> Student(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
Schedule sharing of PLC cycle and best practice from PL.	<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
Engaging SEILS and EILS to support data analysis and Learning Walks.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
Review Instructional Model	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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

Embed student voice and agency in IEP's and Goal Setting	<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
SIT's conduct FISO improvement cycle into the Mathematic reasoning and problem solving proficiencies.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build teacher capacity to activate student voice and agency within the classroom, school and community Continue to Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school community.			

	Build communities through connecting with parents, families, services and agencies to support students to become active and involved citizens.			
Outcomes	<p>Students:</p> <p>Students use survey results to support improvement in learning and wellbeing</p> <p>Students can identify where they have had input into teaching and learning.</p> <p>Students will build capacity to review own assessment data and create personal goals</p> <p>Students will be involved in SSG and IEP development.</p> <p>Teachers:</p> <p>Teachers will implement, review and reflect the MPRPS Effective Classroom Practices</p> <p>Teachers will model and implement Respectful Relationships.</p> <p>Teachers will support students with emerging or acute Wellbeing needs to remain engaged in learning and connected to their peers.</p> <p>Teachers and leaders and the school community will share a common understanding of the approach to Wellbeing and Student voice and agency</p> <p>Leaders:</p> <p>Leaders will oversee the implementation of the Tiers to Wellbeing framework.</p> <p>Leaders</p> <p>Community:</p> <p>Contribute and participate in forums</p>			
Success Indicators	<p>Early Indicator:</p> <p>PIVOT Classroom Data</p> <p>Notes from Learning Walks and peer will show plans for</p> <p>Planning shows provision for student voice and agency contributions.</p> <p>SIT agendas</p> <p>Student support resources highlight ways Student Agency and Wellbeing supports are being implemented.</p> <p>Late Indicators:</p> <p>Vic Curriculum: Personal and Social Capability/Continuum Tracker</p> <p>AtoSS factors: Student Voice and Agency and Motivation and Interest</p> <p>POS: Stimulating Learning Environment</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Create a Community Connections staff team to support Engagement and Wellbeing SIT</p>	<p><input checked="" type="checkbox"/> Leadership Team</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>Establish Kitchen Garden Community Group</p>	<p><input checked="" type="checkbox"/> School Improvement Team</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>Continue to Lead the CoP for RRRR</p>	<p><input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</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
Continue the focus on eSmart and Digital/Online Literacy for school and community	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <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
Redevelop 'Our Vision' through students, staff and community consultation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review the MPRPS tiers for Intervention for Students Engagement and Wellbeing Supports using the School Mental Health Fund menu and document policies and process to enable a multitiered response to student engagement and mental health, including how student data will be collected and managed.	<input checked="" type="checkbox"/> School Improvement 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
Review and manage student wellbeing entries on Sentral	<input checked="" type="checkbox"/> Leadership 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
Let's Talk review and student mentors trained	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<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
Develop an annual framework for connecting with the immediate and wider community including services and agencies to enhance student learning and belonging.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Students have the opportunities to participate in regular survey analysis.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with the Student Voice Wall	<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
Review Circle Times ensuring opportunities to promote Student Voice.	<input checked="" type="checkbox"/> Leadership 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

Students give feedback on the effectiveness of teaching and learning strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reviewing and redeveloping SRC and/or leadership opportunities for all students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement 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
PIVOT data provides evidence for Inquiry Cycle on areas for improvement for all class teachers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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
Engage consultant to support creation of a stimulating learning environment and visit Similar Schools with high positive endorsement of SaSS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$16,363.00	\$16,363.20	-\$0.20
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$16,363.00	\$16,363.20	-\$0.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Appointed TLI Tutor	\$115,000.00
Totals	\$115,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appointed TLI Tutor	from: Term 1 to: Term 3	\$16,363.20	<input checked="" type="checkbox"/> School-based staffing
Totals		\$16,363.20	

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
Student Excellence Program	\$10,465.00
Totals	\$10,465.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Student Excellence Program	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Student Excellence Program	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Student Excellence Program	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Appointed TLI Tutor	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Build capacity of Middle Leaders through Planning Days and ongoing support and development	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning in engaging Maths tasks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Rob Vingerhoets	<input checked="" type="checkbox"/> On-site
Continue to Lead the CoP for RRRR	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources RRRR Lead School	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Students give feedback on the effectiveness of teaching and learning strategies	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engage consultant to support creation of a stimulating learning environment and visit Similar Schools with high positive endorsement of SaSS	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Consultant in Stimulating Learning Environment/Student Agency	<input checked="" type="checkbox"/> Off-site Visit Best Practice School using Panorama Data