

# 2023 Annual Implementation Plan

## for improving student outcomes

Mount Pleasant Road Nunawading Primary School (4808)



Submitted for review by Kim Streitberger (School Principal) on 14 December, 2022 at 11:51 AM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 23 February, 2023 at 08:05 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

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	<ul style="list-style-type: none"> <li>- High Impact Teaching practices are used as part of the inquiry cycle and teams research and implement strategies and utilise the literacy and numeracy toolkits</li> <li>- Continuum Tracker is used to monitor and track student progress more effectively</li> <li>- Teacher use analysis of Attitudes to School and Pivot surveys to track and monitor wellbeing</li> <li>- SSGs and IEPs are effective and well established</li> <li>- Students involved in planning days and will continue to create a more structured approach</li> <li>- review formative assessments</li> <li>- differentiation is evident in planning</li> <li>- Learning Specialists modelling effective practice</li> <li>- Collegiate Support Program established to work on best practice</li> <li>- Professional Learning Timetable allows for sharing of best practice Professional Development for all staff</li> </ul>
	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		

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding	<ul style="list-style-type: none"> <li>- PLCs inquiry cycles</li> <li>- Regularly review Assessment Schedule and Professional Learning Timetable</li> <li>- PIVOT survey</li> <li>- Students Attitudes to School survey analysed with all staff</li> <li>- student goal setting conferences established in 5/6 and beginning to be used in other year levels</li> <li>- moderation timetable needs to be revised and embedded particularly around student work</li> <li>- leadership to track students with wellbeing concerns and use this for an inquiry cycle</li> </ul>
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	<ul style="list-style-type: none"> <li>- established School Improvement Teams to work on AIP</li> <li>- Safety Squad and Education Sub Committee established to work on eSmart</li> <li>- involvement from the school community around developing the vision</li> <li>- develop partnerships and connections to outside agencies to offer needs based support to students and families</li> <li>- continue to develop partnerships with high schools</li> <li>- PLC leaders established to support inquiry cycles</li> <li>- School Improvement Teams beginning to implement a more structured approach to improvement cycles</li> <li>- promoting cultural awareness is an area for the leadership team to focus on</li> <li>- need to work on more formalised approach to student and leaders working collaboratively on bullying and safety in online and physical environment</li> </ul>
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding	<ul style="list-style-type: none"> <li>- student and families were actively involved in the redesigning our school vision</li> <li>- student leadership teams have role descriptions which will need to be reviewed</li> <li>- a group of students from 5/6 are trained to be Let's TALK buddies and monitor the wellbeing of students out in the yard</li> <li>- feedback from students is gathered through surveys including PIVOT no student forums have been established this year. Look to how this can be created for next year.</li> <li>- year 6 leaders form leadership teams, some align with our school council and they create actions plans which are discussed with leadership</li> <li>- teachers have used the instructional model of teaching and learning more flexibly to allow for students to engage in more open ended, collaborative learning. This is particularly evident in Maths</li> <li>- leaders and teachers are working on monitoring attendance flags more effectively and target interventions accordingly. Changes made for 2023 include MAT program for a select group of students, kitchen/garden timetabled on a Monday to provide an opportunity for students to be involved, no specialist classes for the first lesson on a Monday</li> <li>- continued with our Interschool Public Speaking Competition to build connections with other schools</li> </ul>
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	<ul style="list-style-type: none"> <li>- MPRPS Tiers to Intervention for Learning and Wellbeing have been reviewed</li> <li>- Effective Classrooms document is used by all staff to ensure they are establishing safe, inclusive and engaging learning environments</li> <li>- student concerns are minuted in staff and team meetings are reviewed</li> <li>- restorative practices are implemented across the school</li> <li>- Student Support Groups are established to support students and families. Students in 5/6 have the opportunity to participate in the meetings</li> </ul>
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Enter your reflective comments</b>	We have established clear structures for our middle leaders and ensured time and resources were used effectively to allow for collaborative learning. Some key areas for us to continue to work on is elevating student voice and agency through clear procedures and practices and promoting cultural awareness as a leadership team. Continuing to monitor and track student wellbeing concerns as a leadership team and target interventions accordingly
<b>Considerations for 2023</b>	<p>Leadership to run their own Inquiry Cycles - attendance and Wellbeing</p> <p>Establish Specialists SIT to support community connections and cultural diversity and the RR program. Twilight Sports, Harmony day, Production, Art Show Indonesian Day etc.</p> <p>Student forums termly</p> <p>Year 6 leadership teams</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy outcomes for all students
<b>Target 2.1</b>	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).
<b>Target 2.2</b>	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).
<b>Target 2.3</b>	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).

<b>Target 2.4</b>	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).
<b>Target 2.5</b>	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).
<b>Target 2.6</b>	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).
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed the whole school pedagogical approach consistently to the teaching of reading in order to promote high quality teaching and learning
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Embed a data inquiry cycle to build teacher practice and collaboration
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum
<b>Key Improvement Strategy 2.d</b> Evaluating impact on learning	Evaluate the Mount Pleasant Road PS reading program to assess the impact on student outcomes
<b>Key Improvement Strategy 2.e</b> Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Questioning, Feedback, Differentiated Teaching).
<b>Key Improvement Strategy 2.f</b>	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for EAL students.



Curriculum planning and assessment	
<b>Goal 3</b>	To improve numeracy outcomes for all students
<b>Target 3.1</b>	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).
<b>Target 3.2</b>	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).
<b>Target 3.3</b>	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).
<b>Target 3.4</b>	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).
<b>Target 3.5</b>	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).
<b>Target 3.6</b>	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).

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

<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Use the FISO improvement cycle to establish a range of data sources to monitor student engagement and wellbeing.
<b>Key Improvement Strategy 4.d</b> Building communities	Continue to develop and extend the real world, including global, learning opportunities
<b>Key Improvement Strategy 4.e</b> 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><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>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%Increase the school-wide positive endorsement of the AtoSS factor Student Voice and Agency from 66% to 70%.</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).	
		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).	
		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"> <li>1. Motivation and interest from 78 per cent (2019) to 85 per cent in (2023).</li> <li>2. Student voice and agency from 70 per cent (2019) to 80 per cent (2023).</li> <li>3. Teacher concern from 75 per cent (2019) to 85 per cent (2023).</li> <li>4. Resilience from 75 per cent (2019) to 85 per cent (2023)</li> </ol> <p>To improve the following factors on the POS</p> <ol style="list-style-type: none"> <li>1. My child has been bullied recently at school 68% positive (2019) 80% positive by (2023)</li> </ol>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	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% Increase the school-wide positive endorsement of the AtoSS factor Student Voice and Agency from 66% to 70%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<p><b>KIS 1.b</b> 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>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	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% Increase the school-wide positive endorsement of the AtoSS factor Student Voice and Agency from 66% to 70%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity to understand the Maths proficiencies in order to identify and meet students' individual learning needs Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning
<b>Outcomes</b>	Students will display an increased use of Numeracy-specific vocabulary. Students will identify appropriate tools and strategies to support them in approaching problems Students will know what the proficiencies are and how this will support their learning Teachers will use plan meaningful questions to support students in demonstrating proficiencies Teachers will provide opportunities for students to demonstrate student voice in agency in what they learn, how they learn and how they can show their understanding Leaders will prioritise time for teacher collaboration and coaching in Maths practice Leaders will share and communicate knowledge from the Primary Maths Specialist Program
<b>Success Indicators</b>	Early Indicators (<6months) Curriculum documentation will show plans for questions connected to the proficiencies Student feedback through reflections about how they have used the proficiencies within the lesson Essential Assessment and Maths Online data to track on monitor progress Student voice and agency evident in planning MPRPS Maths mindset survey results to inform inquiry cycle Differentiated resources used in tailored  Late Indicators (end of 2023) Victorian Curriculum teacher judgments will show increased learning growth in Number and Algebra from 48% to 53%



	<p>The percentage of students achieving high growth in NAPLAN for Numeracy will increase from 21% to 33%</p> <p>AtoSS factors: motivation and interest from 82% to 85%</p> <p>SSS and Pivot Survey Data</p> <p>MPRPS Maths mindset survey results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise end of term focus groups with students (based on data) across the school to gather feedback on maths lessons and tools and strategies that support their learning	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Team Leader(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
Examine different types of assessment (formative and summative) and compare this with achievement standards to develop a shared understanding of student learning	<input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Teacher(s)	<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
Implement and analyse data from MPRPS Maths Mindsets survey	<input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Teacher(s)	<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
Creating visual supports for students to refer back to regarding Maths Proficiencies	<input type="checkbox"/> Numeracy Leader <input 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
Collect data through Learning Walks and observations of how students are using key words, accessing tools and resources	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,200.00

			to: Term 3	<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 success criteria and reflections to include maths proficiencies and content based statements	<input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Teacher(s)	<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
Establish opportunities to share best practices for Maths proficiencies	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Numeracy Leader	<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
Deliver whole school Professional Learning about understanding and embedding Maths Proficiencies	<input type="checkbox"/> Numeracy Leader	<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
Prioritise opportunities for peer observations and coaching that focuses on the Maths proficiencies.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Numeracy Leader	<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

Moderate assessment schedule and incorporate moderation in the the PLT	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Numeracy Leader	<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
Send middle leaders to PLC initiative training	<input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,983.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen the whole school inquiry program. Strengthen student voice and agency understanding in both teachers and students.			

<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- give teachers feedback on the effectiveness of student voice, teaching and learning strategies.</li> <li>- be able to articulate their student voice and agency in all learning areas</li> <li>- feel empowered to raise issues and concerns with teachers and other trusted school staff.</li> </ul> <p>Teachers will:</p> <p>Plan for and provide frequent opportunities for students to share their issues and concerns  reflect on the effectiveness of their practice using student feedback, peer feedback and achievement data, and take action as required to improve practice and student agency  Provide opportunities for SV&amp;A in what students learn, how they learn and how they assessed</p> <p>Leaders will:</p> <p>Provide opportunities in the Professional Learning Timetable for staff to share learnings on SV&amp;A</p>			
<b>Success Indicators</b>	<p>Early indicators:</p> <p>Gather feedback from staff and students on guided inquiry to inform planning  Audit current guided inquiry documents</p> <p>Late indicators:</p> <p>ATSS- Student Voice and Agency increase positive endorsement from 71% to 75%  ATSS - Teacher concern from 75% to 85% positive endorsement</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Explore and utilise different methods to gather student feedback</p>	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which</li> </ul>

				may include DET funded or free items
Review and develop a scope and sequence for guided inquiry to increase engagement and student voice	<input 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
Organise an immersion guided inquiry session for staff at the end of each term	<input 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
Provide a systematic approach to promoting our wellbeing initiatives to empower students to raise issues and concerns	<input 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
--	--	--	---------------	--



# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$19,983.00	\$42,320.00	-\$22,337.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$19,983.00	\$42,320.00	-\$22,337.00

## Activities and Milestones – Total Budget

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

## Activities and Milestones - Equity Funding

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

## Activities and Milestones - Disability Inclusion Funding

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

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

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Kitchen Garden Program	\$40,000.00
MAT Program	\$2,320.00
<b>Totals</b>	\$42,320.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Kitchen Garden Program	from: Term 1 to: Term 4	\$40,000.00	<input type="checkbox"/> School-based staffing
MAT Program	from: Term 1 to: Term 4	\$2,320.00	<input type="checkbox"/> Support services
<b>Totals</b>		\$42,320.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Kitchen Garden Program	from: Term 1 to: Term 4		
MAT Program	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Kitchen Garden Program	from: Term 1 to: Term 4	\$0.00	
MAT Program	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver whole school Professional Learning about understanding and embedding Maths Proficiencies	<input type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 3	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Primary Mathematics and Science specialists	<input type="checkbox"/> On-site
Send middle leaders to PLC initiative training	<input type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative	<input type="checkbox"/> On-site