

2024 Annual Implementation Plan

for improving student outcomes

Carlton North Primary School (1252)



Submitted for review by Rachel Corben (School Principal) on 15 April, 2024 at 05:06 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 21 May, 2024 at 02:42 PM

Awaiting endorsement by School Council President

Self-evaluation summary - 2024

| | FISO 2.0 outcomes | Self-evaluation level |
|-----------------|---|-----------------------|
| Learning | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | |

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| Wellbeing | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | |
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| | FISO 2.0 Dimensions | Self-evaluation level |
|-------------------|---|-----------------------|
| 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 | |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
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| | 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. | |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

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| Enter your reflective comments | |
| Considerations for 2024 | |
| Documents that support this plan | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| <p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | No | Support for the priorities | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise learning growth in Literacy and Numeracy for all students. | Yes | By 2025 the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 90%. | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. |
| | | By 2025 the percentage of students at or above benchmark growth in NAPLAN Numeracy to increase from 64% (2021) to 90%. | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. |
| | | By 2025 the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 54% (2021) to 70%. | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%. |
| | | By 2025 the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 40% (2021) to 50%. | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%. |
| | | By 2025 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 69% (2021) to 80%. | By 2024 to increase the percentage of positive endorsement for the Academic emphasis |

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| | | | factor on the School Staff Survey from 76% in 2023 to 78%. |
| | | By 2025 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% (2021) to 85%. | By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%. |
| To empower students to have agency in their learning. | No | 2025 to increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2021) to 90%. | |
| | | By 2025 to increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 83% (2021) to 90%. | |
| | | By 2025 to increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey from 77% (2021) to 90% | |
| To enhance student wellbeing. | Yes | By 2025 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 75% (2021) to 90%. | By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%. |
| | | By 2025 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 76% (2021) to 90%. | By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%. |

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| Goal 2 | To maximise learning growth in Literacy and Numeracy for all students. | |
| 12-month target 2.1-month target | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. | |
| 12-month target 2.2-month target | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. | |
| 12-month target 2.3-month target | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%. | |
| 12-month target 2.4-month target | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%. | |
| 12-month target 2.5-month target | By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%. | |
| 12-month target 2.6-month target | By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Teaching and learning | Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need. | Yes |
| KIS 2.b Teaching and learning | To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning. | Yes |
| KIS 2.c Teaching and learning | To build teacher capacity to provide appropriate challenge and support for all students. | Yes |

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| <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>In 2022, the members of the School Improvement Team participated in the Professional Learning Communities (PLC) training with PLC Coach from Region. 2023 was the first year where the PLC process was introduced schoolwide. The introduction of this process was very successful. In 2024, Teaching Teams will continue to consolidate the PLC process to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.</p> <p>Within the 2023 AIP end of cycle review, the School Improvement Team identified the need for schoolwide assessment rubrics for Writing. In 2024, a Research Action Team will be working to develop schoolwide assessment rubrics for Writing. Another Research Action Team will be looking into developing more timely and more regular reporting processes to further inform parents and carers of student progress.</p> <p>In 2024, teaching teams will continue to refine the conferencing process for Reading, Writing and Numeracy to allow for co-collaboration when developing student learning goals and to further empower student voice and agency.</p> | |
| <p>Goal 4</p> | <p>To enhance student wellbeing.</p> | |
| <p>12-month target 4.1-month target</p> | <p>By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%.</p> | |
| <p>12-month target 4.2-month target</p> | <p>By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%.</p> | |
| <p>Key Improvement Strategies</p> | <p>Is this KIS selected for focus this year?</p> | |
| <p>KIS 4.a Support and resources</p> | <p>Consolidate the implementation of school-wide wellbeing programs.</p> | |
| <p>KIS 4.b Leadership</p> | <p>Contribute to system leadership in wellbeing.</p> | |
| <p>KIS 4.c Assessment</p> | <p>Investigate appropriate tools and data to evaluate and further improve wellbeing practices.</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.

In 2024 the Schoolwide Positive Behaviour Support and Respectful Relationships Team will continue to implement schoolwide wellbeing supports with a strong focus on identifying and responding to bullying.

In 2024, CNP)S will continue to be a Lead School in the Yarra Darebin Network in Schoolwide Positive Behaviour Support and Respectful Relationships.

In 2024 the Schoolwide Positive Behaviour Support and Respectful Relationships Team will continue to implement schoolwide processes to record and evaluate data to further improve wellbeing practices.

Define actions, outcomes, success indicators and activities

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| Goal 2 | To maximise learning growth in Literacy and Numeracy for all students. |
| 12-month target 2.1 target | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. |
| 12-month target 2.2 target | A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN. |
| 12-month target 2.3 target | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%. |
| 12-month target 2.4 target | By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%. |
| 12-month target 2.5 target | By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%. |
| 12-month target 2.6 target | By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%. |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need. |
| Actions | Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need. |
| Outcomes | Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs. |

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| | To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability. Improved student learning outcomes as identified in 12 month targets. | | | |
| Success Indicators | <p>By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%.</p> <p>By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%.</p> <p>By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%.</p> <p>By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%.</p> <p>Parent Opinion Survey Revised reporting processes. Revised Assessment Schedule. Data collection and tracking processes are consistent across the school. An agreed PLC process across the school.</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs. To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| IEP List developed and written for students requiring IEPs and required IEP's written using the DE IEP requirements. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$11,984.56 |

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| | | | | <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning. | | | |
| Actions | To form Action Research Teams (ART) to work on the following key target areas to: - Assessment and Reporting (ART) - Maths Curriculum 2.0 (Maths ART) Build staff capacity in assessment and differentiation in Reading, Writing and Numeracy in order to identify and meet students' individual learning needs, with a focus on the schoolwide teaching and learning models. Provide staff professional learning in assessment and form an agreed Assessment Schedule that reflects the schools. | | | |
| Outcomes | Assessment and Reporting ART to revise the assessment schedule to ensure the use of data set to inform teaching and learning and reporting. Maths ART to refine the teaching and learning model to ensure data is being used to inform explicit teaching that differentiates appropriately. Staff to have established a schoolwide common understanding of formative and summative assessment. Established sustainable data collection processes and spreadsheets. | | | |
| Success Indicators | Assessment Schedule Schoolwide data spreadsheets | | | |

| Professional learning Teaching and learning models for Reading, Writing and Numeracy refined. | | | | |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Professional learning in formative and summative assessment. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Assessment and Reporting ART to revise the assessment schedule and develop schoolwide data spreadsheets to track student progress. | <input checked="" type="checkbox"/> Assessment & reporting coordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$8,500.00 <input checked="" type="checkbox"/> Other funding will be used |
| Ongoing Report Writing trialled in Semester 2. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 <input checked="" type="checkbox"/> Other funding will be used |
| Research new Maths Curriculum 2.0 including instructional model, assessment and reporting. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input checked="" type="checkbox"/> Other funding will be used |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, | To build teacher capacity to provide appropriate challenge and support for all students. | | | |

| incorporating extra-curricula programs | | | | |
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| Actions | <p>To continue to refine the pedagogy and instructional models in Reading, Writing and Numeracy through instructional coaches in Literacy and Numeracy and the Action Research Teams.</p> <p>Teaching teams to refine planning documentation to demonstrate adjustments being made for students with additional needs.</p> | | | |
| Outcomes | <p>Improved knowledge and recording of differentiated practice to challenge and support for all students.</p> <p>Students identified to participate in the MiniLit and MultiLit Literacy Intervention will demonstrate improved learning outcomes. This intervention is a tool (Response to Intervention) used to identify students requiring additional support or diagnosis if they are not showing improved learning outcomes.</p> <p>The appointment of an Assistant Principal to oversee Disability Inclusion and the extension of students with high abilities will result in the successful implementation of Disability Inclusion and Profiles across the school for those students with additional needs. This new role will also result in more students participating in extension programs including the Victorian High Ability Program (VHAP).</p> | | | |
| Success Indicators | <p>Evidence of refined instructional models for Reading, Writing and Numeracy.</p> <p>Planning documentation to demonstrate differentiated practice.</p> <p>Improved outcomes for students.</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$26,025.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used |

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| Goal 4 | To enhance student wellbeing. |
| 12-month target 4.1 target | By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%. |
| 12-month target 4.2 target | By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%. |
| KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Consolidate the implementation of school-wide wellbeing programs. |
| Actions | <p>To form a Schoolwide Positive Behaviour Support Systems/ Respectful Relationships Action Research Teams (ART) to work on the following key target areas to:SWP</p> <ul style="list-style-type: none"> - Consolidate the implementation of schoolwide wellbeing programs. - Continue to develop a succession plan for the School Therapy Dog Program. - Address the perspective of bullying within the school and clearly articulate the school's stance and sequential response to any reported bullying. - Strengthen implementation of the whole school approach to Respectful Relationships and Schoolwide Positive Behaviour Supports through data analysis, feedback and surveys. |
| Outcomes | <p>Improved schoolwide practice of wellbeing programs.</p> <p>Improved and clearly communicated processes for managing bullying. Succession plan developed for Therapy Dog program.</p> <p>Improved student connectedness to school.</p> <p>Continue to be a Lead School in Respectful Relationships and implement with fidelity.</p> |

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| | Continue to work towards Silver Award in Schoolwide Positive Behaviour Supports. | | | |
| Success Indicators | <p>Attitude to School Survey Data: Increase the percentage of positive endorsement for Advocate at School to 88%. Increase the percentage of positive endorsement for Managing Bullying to 86%. Increase the percentage of positive endorsement for Respect for Diversity to 86%. Increase the percentage of positive endorsement for Teacher Concern to 78%. Increase the percentage of positive endorsement for Attitudes to Attendance to 88%. Increase the percentage of positive endorsement for Sense of Connectedness to 86%.</p> <p>Respectful Relationships: Documented Respectful Relationships Action Plan.</p> <p>Schoolwide Positive Behaviour Support: Increase the percentage of positive endorsement of Classroom Behaviour to 88%. SWPBS Annual Evaluation Report (looking at fidelity assessment and evaluating the impact on student outcomes). Develop, monitor and report on the implementation of the 2024 CNPS SWPBS Action Plan.</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used |

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| Staff to attend Therapy Dog Training through Lead the Way. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$15,970.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used |
| Wellbeing comment data base implemented for Semester 1 Reports. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| KIS 4.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 | Contribute to system leadership in wellbeing. | | | |
| Actions | Work in collaboration with Cluster Schools and support other schools within NEMA implementing RR across NEMA. | | | |
| Outcomes | Supported cluster schools with the implementation of Respectful Relationships (RR) within their schools. Connect with cluster schools to engage with cross-school support in Respectful Relationships (RR). | | | |

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| Success Indicators | <p>Carlton North Primary School identified as a Lead School for respectful Relationships.</p> <p>Evidence of collaboration with cluster schools.</p> <p>Evidence of regularly scheduled meetings with cluster schools.</p> <p>Activities: To work within a community of practice with Cluster Schools and support other schools with NEMA to implement RR.</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| To work within a community of practice with Cluster Schools and support other schools within North East Melbourne Area (NEMA) implementing Respectful Relationships | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,652.00 <input checked="" type="checkbox"/> Other funding will be used |
| KIS 4.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Investigate appropriate tools and data to evaluate and further improve wellbeing practices. | | | |
| Actions | Teaching Staff to implement PIVOT Survey across all Year Levels including Specialist Teachers to improve teacher practice. Appoint an Assistant Principal to oversee the implementation of the Disability Inclusion Profile and Tier 2 School Level Funding. | | | |
| Outcomes | Improved teacher practice based on student feedback through the implementation of the PIVOT Survey. Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | | | |
| Success Indicators | To increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Attitudes to School Survey from 77% in 2023 to 80% in 2024. To increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing Domain in | | | |

| | the Student Attitudes to School Survey from 77% in 2023 to 80% in 2024. Disability Inclusion Profiles. Evidence of reasonable adjustments made to support students with additional needs. | | | |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Implement the PIVOT Survey twice yearly. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,100.00 <input checked="" type="checkbox"/> Other funding will be used |
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$104,595.20 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$16,237.00 | \$16,237.00 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$115,518.99 | \$171,691.25 | -\$56,172.26 |
| Schools Mental Health Fund and Menu | \$36,743.98 | \$36,743.98 | \$0.00 |
| Total | \$168,499.97 | \$224,672.23 | -\$56,172.26 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
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| IEP List developed and written for students requiring IEPs and required IEP's written using the DE IEP requirements. | \$11,984.56 |
| Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student. | \$26,025.00 |
| SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships. | \$25,500.00 |
| Staff to attend Therapy Dog Training through Lead the Way. | \$15,970.00 |

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| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | \$104,595.20 |
| Totals | \$184,074.76 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student. | from: Term 1 to: Term 4 | \$16,237.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Totals | | \$16,237.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
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| IEP List developed and written for students requiring IEPs and | from: Term 1 | \$11,984.56 | <input checked="" type="checkbox"/> Professional learning for school-based staff |

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| required IEP's written using the DE IEP requirements. | to: Term 4 | | <ul style="list-style-type: none"> • Teachers • Education support <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> Sensory equipment, equipment to provide inclusive classroom and outdoor spaces. |
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | from: Term 1 to: Term 4 | \$103,534.43 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • |
| Totals | | \$115,518.99 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
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| SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful | from: Term 1 to: Term 4 | \$20,773.98 | <input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member |

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| Relationships. | | | |
| Staff to attend Therapy Dog Training through Lead the Way. | from: Term 1 to: Term 4 | \$15,970.00 | <input checked="" type="checkbox"/> Lead the Way Therapy Dogs This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member |
| Totals | | \$36,743.98 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
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| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | \$56,172.26 |
| Totals | \$56,172.26 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | from: Term 1 to: Term 4 | \$0.00 | |
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | from: Term 1 to: Term 4 | \$56,172.26 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • |
| Totals | | \$56,172.26 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | from: Term 1 to: Term 4 | \$0.00 | |
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--|--|----------------------------------|---|--|--|---|
| Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs. To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
| Professional learning in formative and summative assessment. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
| Assessment and Reporting ART to revise the assessment schedule and develop schoolwide data spreadsheets to track student progress. | <input checked="" type="checkbox"/> Assessment & reporting coordinator | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
| Ongoing Report Writing trialled in Semester 2. | <input checked="" type="checkbox"/> Assistant principal | from: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|---|----------------------------------|--|---|--|---|
| | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) | to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team | | | |
| Research new Maths Curriculum 2.0 including instructional model, assessment and reporting. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning | <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources EIL | <input checked="" type="checkbox"/> Off-site Network Initiative |
| Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> External consultants Lisa Keskinen Michale Minas <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|--|---|--|--|---|
| <p>SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>RR Staff - Region SWPBS Staff - Region</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Wellbeing comment data base implemented for Semester 1 Reports.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled planning day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Implement the PIVOT Survey twice yearly.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal | <p>from: Term 1</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|---|----------------------------------|---|---|--|---|
| | <input checked="" type="checkbox"/> Teacher(s) | to: Term 4 | | | | |
| Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |