

2023 Annual Implementation Plan

for improving student outcomes

Benton Junior College (5488)



Submitted for review by Melissa Wisniewski (School Principal) on 14 December, 2022 at 02:36 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 27 January, 2023 at 03:56 PM
Endorsed by Tessa Pizzey (School Council President) on 22 March, 2023 at 01:13 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	<p>Benton Junior College participated in the DET Review in Term 3 2022, with the final review report received in mid-term 4. As our practice against FISO 2.0 was assessed as part of the review process, the school has utilised the finding of the review panel to support the completion of this section of the AIP. A full copy of the review report has been uploaded to SPOT.</p> <p>The following reflections have been taken from the report as a summary of the school's current practice: Leadership: Survey data, student focus groups and class observations identified variations in practice. There were pockets of excellence and the next step is to build consistency and to build a distributive model of leadership. Fieldwork confirmed</p>
---------------------------------------	--

	<p>the Panel's view formed on Validation Day. The Panel agreed that building fidelity of practice was the next area of work.</p> <p>Teaching & Learning: The Panel noted the school's performance in Reading and Writing at Years 3 and 5. Fieldwork confirmed that PLC practices were informing teacher practice, and that next steps included building school-wide consistency.</p> <p>Assessment: The Panel confirmed through fieldwork that PLC practices, the unpacking of student data and the implementation of cohort targeted interventions had improved student learning outcomes.</p> <p>Engagement: The Panel identified that students had considerable influence in the external environment. In classrooms, however, opportunities for students to negotiate their learning were varied, as was the degree to which students understood their learning progress. The Panel's identified that empowerment of students in their learning was the next step.</p> <p>Support and resource: The Panel noted that it has a range of support structures and staff to support student learning and wellbeing. Through Fieldwork, the Panel confirmed that tiered intervention practices had had a positive impact on student learning</p>
<p>Considerations for 2023</p>	<p>Summary of Key Directions for the Strategic Plan as outlined in the School Review Report</p> <ul style="list-style-type: none"> * Student agency in learning * Numeracy, particularly at Year 5 * Literacy, particularly at Year 5 * Student wellbeing, with an emphasis on emotional awareness and self-regulation <p>Other significant findings and considerations from the review</p> <ul style="list-style-type: none"> * Equity Funding expenditure - continue with our current practices * Further explore opportunities to integrate authentic learning opportunities about Koorie culture and history within the curriculum. * Further connect with the local Koorie community. * Continue to strengthen teachers' knowledge and understanding of the requirements to support students with disability and additional needs.
<p>Documents that support this plan</p>	<p>Benton Junior College Review Report 2022 SEVR.docx (2.86 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>												
Target 1.1	Support for the 2023 Priorities												
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy												
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable												
Goal 2	Maximise learning growth and outcomes for all students in literacy and numeracy.												
Target 2.1	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	61%	65%	Writing	68%	72%	Numeracy	56%	58%
	Benchmark 2018	2022 Target											
Reading	61%	65%											
Writing	68%	72%											
Numeracy	56%	58%											
Target 2.2	<p>By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>40%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	35%	40%						
	Benchmark 2018	2022 Target											
Reading	35%	40%											

	<table border="1"> <tr> <td>Writing</td> <td>23%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>35%</td> </tr> </table>	Writing	23%	25%	Numeracy	29%	35%
Writing	23%	25%					
Numeracy	29%	35%					
Target 2.3	By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.						
Target 2.4	By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks: <ul style="list-style-type: none"> • Reading from 65% to 80% or higher • Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) • Numeracy from 75% to 80% or higher. 						
Key Improvement Strategy 2.a Building practice excellence	Develop and implement a research-based instructional model. (BPE)						
Key Improvement Strategy 2.b Curriculum planning and assessment	Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)						
Key Improvement Strategy 2.c Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)						
Key Improvement Strategy 2.d Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement. (ISL)						

Goal 3	Empower all students to be successful, independent and actively engaged learners.
Target 3.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 85% (average 2017-18) to 90% • Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%.
Target 3.2	By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors: <ul style="list-style-type: none"> • Academic emphasis from 72% (2017) to 85% • Teacher collaboration from 66% (2017) to 85% • Collective efficacy from 85% (2017) to 90% <p>(To be finalised following 2018 survey results)</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Build student engagement through student voice and agency. (ESBSP)
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Goal 4	Enhance student wellbeing.
Target 4.1	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:

	<ul style="list-style-type: none"> • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%.
Target 4.2	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher communication from 68% (2017) to 85% • Managing bullying from 77% (2017) to 85% • Promoting positive behaviour from 85% (2017) to 90%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Build school pride and high expectations for learning and behaviour.
Key Improvement Strategy 4.b Building communities	Enhance parent/carers and community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal 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>Target 1.1 By 2026, increase the percentage of students in top two bands in NAPLAN numeracy• In Year 3 from 41% (2021) to 49% (2023 target 42%)• In Year 5 from 34% (2021) to 42% (2023 target 35%)Target 1.2 By 2026, increase the percentage of students achieving above benchmark growth Year 3-5 NAPLAN numeracy from 15% (2021) to 25%. (2023 target 18%)Target 1.3 By 2026, increase the percentage F-6 students working above the expected level against the Victorian Curriculum in Number and Algebra from 30% (semester 1, 2021) to 35%. (2023 target 31%)Target 1.4 By 2026, increase the percentage positive endorsement in the School Staff Survey for Academic Emphasis from 69% (2021) to 80%. (2023 target 71%)Target 1.5 By 2026, increase the percentage of positive responses score on AtoSS for Stimulating Learning from 79% (2021) to 85%. (2023 target 79%)Target 2.1 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Reading from 43% (2021) to 50%. (2023 target 45%)By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Reading Year 3 to 5 from</p>

			<p>17% (2021) to 26%. (2023 target 19%)Target 2.2 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Writing from 27% (2021) to 35%. (2023 target 32%)By 2026, increase the percentage of students achieving at or above benchmark growth in NAPLAN Writing Year 3 to 5 from 79% (2021) to 85%. (2023 target 81%)Target 2.3By 2026, increase the percentage of students working above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and viewing from 37% (Semester 1, 2021) to 45% (2023 target 39%) • Writing from 22% (Semester 1, 2021) to 30% (2023 target 25%) <p>Target 2.4By 2026, increase the percentage of positive responses in the School Staff Survey factor Collective Efficacy from 82% (2021) to 87%. (2023 target 82%)Target 2.5By 2026, increase the percentage of positive responses to the AtoSS factor Student voice and agency from 64% (2021) to 72%. (2023 target 63%)The 2023 target is set lower than the 2021 result due to a positive endorsement of 61% in 2022.</p> <p>Target 3.1 By 2026, the percentage of students with 20 or more days absent days will decrease from 19% (2021) to 15%. (2023 target 18%)Target 3.2By 2026, the percentage of positive responses by students on AtoSS for Not Experiencing Bullying will increase from 77% (2021) to 85%. (2023 target 78%)Target 3.3By 2026, the percentage of positive responses by students on AtoSS for Emotional Awareness and Regulation will increase from 72% (2021) to 75%. (2023 target 73%)</p>
--	--	--	--

Maximise learning growth and outcomes for all students in literacy and numeracy.	No	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	61%	65%	Writing	68%	72%	Numeracy	56%	58%	
			Benchmark 2018	2022 Target											
		Reading	61%	65%											
		Writing	68%	72%											
Numeracy	56%	58%													
<p>By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>35%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	35%	40%	Writing	23%	25%	Numeracy	29%	35%			
	Benchmark 2018	2022 Target													
Reading	35%	40%													
Writing	23%	25%													
Numeracy	29%	35%													
<p>By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.</p>															
<p>By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Reading from 65% to 80% or higher • Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) • Numeracy from 75% to 80% or higher. 															

Empower all students to be successful, independent and actively engaged learners.	No	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 85% (average 2017-18) to 90% • Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%. 	
		<p>By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 72% (2017) to 85% • Teacher collaboration from 66% (2017) to 85% • Collective efficacy from 85% (2017) to 90% <p>(To be finalised following 2018 survey results)</p>	
Enhance student wellbeing.	No	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%. 	
		<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher communication from 68% (2017) to 85% • Managing bullying from 77% (2017) to 85% • Promoting positive behaviour from 85% (2017) to 90%. 	

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Target 1.1 By 2026, increase the percentage of students in top two bands in NAPLAN numeracy</p> <ul style="list-style-type: none"> • In Year 3 from 41% (2021) to 49% (2023 target 42%) • In Year 5 from 34% (2021) to 42% (2023 target 35%) <p>Target 1.2 By 2026, increase the percentage of students achieving above benchmark growth Year 3-5 NAPLAN numeracy from 15% (2021) to 25%. (2023 target 18%)</p> <p>Target 1.3 By 2026, increase the percentage F-6 students working above the expected level against the Victorian Curriculum in Number and Algebra from 30% (semester 1, 2021) to 35%. (2023 target 31%)</p> <p>Target 1.4 By 2026, increase the percentage positive endorsement in the School Staff Survey for Academic Emphasis from 69% (2021) to 80%. (2023 target 71%)</p> <p>Target 1.5 By 2026, increase the percentage of positive responses score on AtoSS for Stimulating Learning from 79% (2021) to 85%. (2023 target 79%)</p> <p>Target 2.1 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Reading from 43% (2021) to 50%. (2023 target 45%) By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Reading Year 3 to 5 from 17% (2021) to 26%. (2023 target 19%)</p> <p>Target 2.2 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Writing from 27% (2021) to 35%. (2023 target 32%)</p>

	<p>By 2026, increase the percentage of students achieving at or above benchmark growth in NAPLAN Writing Year 3 to 5 from 79% (2021) to 85%. (2023 target 81%)</p> <p>Target 2.3 By 2026, increase the percentage of students working above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and viewing from 37% (Semester 1, 2021) to 45% (2023 target 39%) • Writing from 22% (Semester 1, 2021) to 30% (2023 target 25%) <p>Target 2.4 By 2026, increase the percentage of positive responses in the School Staff Survey factor Collective Efficacy from 82% (2021) to 87%. (2023 target 82%)</p> <p>Target 2.5 By 2026, increase the percentage of positive responses to the AtoSS factor Student voice and agency from 64% (2021) to 72%. (2023 target 63%)</p> <p>The 2023 target is set lower than the 2021 result due to a positive endorsement of 61% in 2022.</p> <p>Target 3.1 By 2026, the percentage of students with 20 or more days absent days will decrease from 19% (2021) to 15%. (2023 target 18%)</p> <p>Target 3.2 By 2026, the percentage of positive responses by students on AtoSS for Not Experiencing Bullying will increase from 77% (2021) to 85%. (2023 target 78%)</p> <p>Target 3.3 By 2026, the percentage of positive responses by students on AtoSS for Emotional Awareness and Regulation will increase from 72% (2021) to 75%. (2023 target 73%)</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p>KIS 1.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

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Target 1.1 By 2026, increase the percentage of students in top two bands in NAPLAN numeracy</p> <ul style="list-style-type: none"> • In Year 3 from 41% (2021) to 49% (2023 target 42%) • In Year 5 from 34% (2021) to 42% (2023 target 35%) <p>Target 1.2 By 2026, increase the percentage of students achieving above benchmark growth Year 3-5 NAPLAN numeracy from 15% (2021) to 25%. (2023 target 18%)</p> <p>Target 1.3 By 2026, increase the percentage F-6 students working above the expected level against the Victorian Curriculum in Number and Algebra from 30% (semester 1, 2021) to 35%. (2023 target 31%)</p> <p>Target 1.4 By 2026, increase the percentage positive endorsement in the School Staff Survey for Academic Emphasis from 69% (2021) to 80%. (2023 target 71%)</p> <p>Target 1.5 By 2026, increase the percentage of positive responses score on AtoSS for Stimulating Learning from 79% (2021) to 85%. (2023 target 79%)</p> <p>Target 2.1 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Reading from 43% (2021) to 50%. (2023 target 45%) By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Reading Year 3 to 5 from 17% (2021) to 26%. (2023 target 19%)</p>

Target 2.2
 By 2026, increase the percentage of Year 5 students in the top 2 bands in NAPLAN Writing from 27% (2021) to 35%.
 (2023 target 32%)
 By 2026, increase the percentage of students achieving at or above benchmark growth in NAPLAN Writing Year 3 to 5 from 79%
 (2021) to 85%.
 (2023 target 81%)

Target 2.3
 By 2026, increase the percentage of students working above the expected level against the Victorian Curriculum in:

- Reading and viewing from 37% (Semester 1, 2021) to 45%
 (2023 target 39%)
- Writing from 22% (Semester 1, 2021) to 30%
 (2023 target 25%)

Target 2.4
 By 2026, increase the percentage of positive responses in the School Staff Survey factor Collective Efficacy from 82% (2021) to 87%. (2023 target 82%)

Target 2.5
 By 2026, increase the percentage of positive responses to the AtoSS factor Student voice and agency from 64% (2021) to 72%.
 (2023 target 63%)

The 2023 target is set lower than the 2021 result due to a positive endorsement of 61% in 2022.

Target 3.1
 By 2026, the percentage of students with 20 or more days absent days will decrease from 19% (2021) to 15%.
 (2023 target 18%)

Target 3.2
 By 2026, the percentage of positive responses by students on AtoSS for Not Experiencing Bullying will increase from 77% (2021) to 85%. (2023 target 78%)

Target 3.3
 By 2026, the percentage of positive responses by students on AtoSS for Emotional Awareness and Regulation will increase from 72% (2021) to 75%.
 (2023 target 73%)

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop tiered systems of support that enable teachers to identify and respond to students' individual needs Use of evidence-based approaches in PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and or disabilities
Outcomes	Whole School Level Students will know how lessons are structured and how this supports their learning Students will be supported to learn at the point of need Teachers will confidently and accurately identify student learning needs of all of their students Classroom Level Students will experience success and celebrate the acquisition of knowledge Teachers will provide students with the opportunity to work at their level using differentiated resources Education Support Staff provide high-quality support to teachers and students in the classroom Individual Level Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small-group tutoring programs
Success Indicators	Whole School Level Early Indicators: The instructional model is implemented with fidelity Classroom observation and learning walks demonstrate the strategies Whole School Level Late Indicators: NAPLAN and Data Sets Teacher Judgement aligning with other data sets Attitude to School Survey Classroom/Individual Level Early Indicators: PIVOT Survey Data used to inform improvement in practice Differentiated curriculum documents and evidence of student learning at different levels Classroom/Individual Level Late Indicators:

Increase in PIVOT survey data results Teacher Judgement				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop, document and implement a consistent whole-school instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementing learning walks and peer observations to improve our culture of school improvement	<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

Implement our literacy response to intervention	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a community of practice to develop consistency in the use of learning intentions and success criteria	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School leadership team will participate in the Agile Leadership Framework Training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$9,000.00 <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
Leadership team to participate in Growth Coaching International with Tim Harper	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <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
Continue to embed the 6+1 Writing Traits with a particular focus on assessment and moderation	<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 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
Reflect on and evaluate current practice in the teaching of Numeracy and develop an action plan to support the implementation of evidence-based approaches	<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
Develop our Numeracy Response to Intervention	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to support our response to intervention, inclusion and engagement through the employment of relevant staff including allied health	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$325,874.49

	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to improve attendance outcomes Establish and implement the School Wide Positive Behaviours Framework Implement the Resilience, Rights and Respectful Relationships curriculum			
Outcomes	Whole School Level Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Classroom Level Students will feel supported and engaged in home groups and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Classroom Level Families of at-risk students will receive regular communication and support from the school			
Success Indicators	Whole School Level Early Indicators: Classroom and peer observations Observations of changes to classroom practices			

	<p>Documentation of frameworks, policies and programs Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Whole School Level Late Indicators: Students, staff and parent perception survey results Attendance data</p> <p>Classroom Level Early Indicators: Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</p> <p>Individual Level Early Indicators: Student engagement and assessment data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement our wellbeing response to intervention	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<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
Complete PIVOT Survey (or something similar for junior school) for Classroom Teachers and Specialist Staff	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Resilience, Rights Respectful Relationships to be consistently implemented into classroom practice	<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
Consult, develop and implement Year 1 of School Wide Positive Behaviours Framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Develop policies, procedures and protocols to monitor and to implement approaches to support attendance concerns	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$58,300.70	\$58,300.70	\$0.00
Disability Inclusion Tier 2 Funding	\$267,573.79	\$267,573.79	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$325,874.49	\$325,874.49	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to support our response to intervention, inclusion and engagement through the employment of relevant staff including allied health	\$325,874.49
Totals	\$325,874.49

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to support our response to intervention, inclusion and engagement through the employment of relevant staff including allied health	from: Term 1 to: Term 4	\$58,300.70	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Totals		\$58,300.70	
---------------	--	-------------	--

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to support our response to intervention, inclusion and engagement through the employment of relevant staff including allied health	from: Term 1 to: Term 4	\$267,573.79	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$267,573.79	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop, document and implement a consistent whole-school instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implementing learning walks and peer observations to improve our culture of school improvement	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement our literacy response to intervention	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

School leadership team will participate in the Agile Leadership Framework Training	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Simon Breakspear	<input checked="" type="checkbox"/> On-site
Continue to embed the 6+1 Writing Traits with a particular focus on assessment and moderation	<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"/> 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop and implement our wellbeing response to intervention	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Resilience, Rights Respectful Relationships to be consistently implemented into classroom practice	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
Consult, develop and implement Year 1 of School Wide Positive Behaviours Framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site