2023 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)

ASCOT VALE PRIMARY SCHOOL
No.2608

Submitted for review by Susan Osborne (School Principal) on 28 February, 2023 at 08:19 AM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 05 March, 2023 at 03:21 PM
Endorsed by Scott Miller (School Council President) on 07 March, 2023 at 09:08 AM

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-curricular 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	Our results indicate that we have improved in most curriculum areas. In NAPLAN we are above similar schools in relation to students achieving in the top two bands. Areas for improvement are being prioritised through curriculum teams (AIP Teams) and implemented. Targeted professional learning and an increase in staff professional trust over time has resulted in improved and consistent teacher practice. We have implemented the spelling and word study program 'SMART Words' based on NAPLAN data and teacher judgments. We have introduced an e-Learning team in line with the ICT curriculum, which was timely given the importance of developing ICT skills using a whole school, co-ordinated approach, experienced

	through remote and flexible learning. We have evaluated our writing program and are working towards developing a scope and sequence to enhance student learning outcomes.
Considerations for 2023	Introduce the following: ? Student assessment practices in reading for students achieving beyond the F&P levels. ? School developed targeted parent surveys ? Implementing an assessment that will cater for high achieving readers ? School council to oversee the reintroduction of the fundraising team. ? Parent Reps in each unit to be introduced in term 1 2023. ? Professional Partnership to begin with Misty Adienou ? Professional Partnership to begin with DET Data Coach Kelly Juriansz to target improvements Strengthen the following: ? Whole school implementation and use of the Writing Assessment Rubric ? EA - consistently used in PLTs as per the Whole School Assessment Schedule ? Whole school assessment schedule is developed, monitored, and reviewed. ? Problem solving, open ended and real-world application tasks for numeracy ? Writing- PD for staff, moderating together, analysing writing. More time given in PLTs to moderate writing samples, ? Consistency for student achievement evaluation; using our new assessment checklists. ? Continuous improvement of the Assessment Schedule ? AIP team actions and activities. ? PLC inquiry cycles. New leaders and SIT team members to undertake training. ? Student voice to be strengthened in the classroom to enable students to have agency in their learning. ? Strengthen community connections with parents and carers to involve them more in our school community, via school events. Adapt ? Whole school implementation and use of the Writing Assessment Rubric ? PIVOT - use it more consistently and in PLTs to identify common areas for improvement (could be then used as a PLC Inquiry cycle). Whole school area of need or as a tool to identify best practice ? Whole school assessment schedule is developed, monitored, and reviewed. ? Coaching across all year levels and experiences ? Sharing expertise across teams and vertically A mix of boys and girls, ages, EAL and non EAL to be represented in the Student Voice team.

Documents that support this plan	2022 SIT Minutes and Agenda .pdf (1.2 MB)
	2022 Smart Words term 1 Order - Unit 6.pdf (0.03 MB)
	3 4 Reading Writing Week 8 (Problem Solution_ Information reports).pdf (0.88 MB)
	3 4 Week 5 (Fractions and Decimals).pdf (0.38 MB)
	5-6 Year Level Data Wall, reading, writing, numeracy.png (0.2 MB)
	5.5.21 EPA agenda.pdf (0.07 MB)
	Communication Policy AVPS 2021.pdf (0.48 MB)
	Copy of P-2 writing assessment checklist.docx.pdf (0.06 MB)
	Essential Assessment.pdf (0.22 MB)
	Images of Data.pdf (1.17 MB)
	Norms, Protocols and Collaborative Team Tools AVPS 2022.pdf (0.3 MB)
	Pivot Survey.png (0.35 MB)
	PL - Week 7 - Open Ended Questions .pdf (1.49 MB)
	PLT Leaders Minute Agenda 2022.pdf (2.37 MB)
	Resilience Youth Survey.png (0.03 MB)
	Student Well Being Minute Agenda 2022.pdf (6.76 MB)
	Teacher Writing Goals 2022.pdf (0.51 MB)
	Well Being week 1-5.pdf (1.26 MB)
	Whole School Writing Rubric.png (0.18 MB)
	Writing AIP Focus Team Minutes _ Agenda 2022.pdf (4.41 MB)
	ZoR weeks 2-5.pdf (0.15 MB)

SSP Goals Targets and KIS

Goal 1	**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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve writing learning outcomes for all students
Target 2.1	TARGET 2. 1 In 2023 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 74% (i.e., equal to the 2022 achievement) Year 5 Writing - 46% (i.e., equal to the 2022 achievement)
Target 2.2	TARGET 2.2 By December 2023 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: • Writing from 31 in 2022 to 33% or greater in 2023

Target 2.3	TARGET 2.3 By 2023 percentage positive response in Staff Survey will be: • 69% - Time to share pedagogical content knowledge (from 64% in 2022) • 82% - Moderate assessment tasks together – (from 79% in 2022) • 93% -Understand formative assessment – (matching 93% in 2022) • 71% - Understand how to analyse data – (from 57% 2021)
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes in writing
Goal 3	To increase engagement and wellbeing in learning for all students
Target 3.1	Target 3.1 By 2023 the percentage positive response in the Parent Opinion Survey will increase as follows: Table: | **Survey module**	**2023 target**
Stimulating learning environment	78%
Student agency and voice	78%
Student motivation and support	76%
School pride and confidence	83%	
Target 3.2	Target 3.2

By 2023 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas:

Differentiated learning challenge:

Gender	2023 target
Both	84%
Female	85%
Male	85%

Stimulated learning:

Gender	2023 target
Both	78%
Female	78%
Male	76%

Student voice and agency:

Gender	2023 target
Both	65%
Female	67%
Male	63%

Target 3.3	Target 3.3
	By 2023 the percentage positive response in School staff survey Teaching and Learning implementation and evaluation modules will increase in the following areas:

Survey module	2023 target
Seek feedback to improve practice	67%
Use student feedback to improve practice	69%
Promote students' ownership of learning goals	79%
Understand how to analyse data	73%

Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop capacity of school staff to implement inclusive education strategies across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	Increased positive response in Student Attitudes to School survey in Emotional Awareness and Regulation (emotional and relational engagement)ALL from 66% in 2022 to 73% in 2023, which equals Network Schools 2022MALE from 69% in 2022 to 74% in 2023 which equals the 2022 result FEMALE from 62% in 2022 to 72% in 2023 which equals 2022 similar schools & state Life Satisfaction (Individual social and emotional wellbeing)ALL from 70% in 2022 TO 73% in 2023, which equals Network Schools 2022MALE - 76% in 2023 which equals the AVPS 2022 result FEMALE from 64% in 2022 to 70% in 2023 which equals 2022 similar & network schools Increased positive response in the Parent Opinion Survey: Confidence and resilience (Student Development) From 83% in 2022 to 84% in 2023 which equals 2022 state similar schools Increased positive staff response in the School Staff Survey: Build resilience and a resilient, supportive environment. (School Staff Safety and Wellbeing)86% in 2023 which equals the AVPS 2022 result

To improve writing learning outcomes for all students	Yes	TARGET 2. 1 In 2023 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 74% (i.e., equal to the 2022 achievement) Year 5 Writing - 46% (i.e., equal to the 2022 achievement)	TARGET 2. 1In 2023 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 74% (i.e., equal to the 2022 achievement) Year 5 Writing - 46% (i.e., equal to the 2022 achievement)
		TARGET 2.2 By December 2023 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: • Writing from 31 in 2022 to 33% or greater in 2023	TARGET 2.2By December 2023 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: • Writing from 31 in 2022 to 33% or greater in 2023
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Both	84%
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Survey module	2023 target
Seek feedback to improve practice	67%
Use student feedback to improve practice	69%
Promote students' ownership of learning goals	79%
Understand how to analyse data	73%

student feedback to improve practice 69%
Promote students' ownership of learning goals
79% Understand how to analyse data 73%

Goal 1	**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.**
12 Month Target 1.1	Increased positive response in Student Attitudes to School survey in Emotional Awareness and Regulation (emotional and relational engagement) ALL from 66% in 2022 to 73% in 2023, which equals Network Schools 2022 MALE from 69% in 2022 to 74% in 2023 which equals the 2022 result FEMALE from 62% in 2022 to 72% in 2023 which equals 2022 similar schools & state Life Satisfaction (Individual social and emotional wellbeing) ALL from 70% in 2022 TO 73% in 2023, which equals Network Schools 2022 MALE - 76% in 2023 which equals the AVPS 2022 result FEMALE from 64% in 2022 to 70% in 2023 which equals 2022 similar & network schools Increased positive response in the Parent Opinion Survey: Confidence and resilience (Student Development) From 83% in 2022 to 84% in 2023 which equals 2022 state similar schools Increased positive staff response in the School Staff Survey: Build resilience and a resilient, supportive environment. (School Staff Safety and Wellbeing) 86% in 2023 which equals the AVPS 2022 result

Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	**To improve writing learning outcomes for all students**	
12 Month Target 2.1	TARGET 2. 1 In 2023 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 74% (i.e., equal to the 2022 achievement) Year 5 Writing - 46% (i.e., equal to the 2022 achievement)	
12 Month Target 2.2	TARGET 2.2 By December 2023 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: • Writing from 31 in 2022 to 33% or greater in 2023	
12 Month Target 2.3	TARGET 2.3 By 2023 percentage positive response in Staff Survey will be:	

	• 69% - Time to share pedagogical content knowledge (from 64% in 2022) • 82% - Moderate assessment tasks together – (from 79% in 2022) • 93% -Understand formative assessment – (matching 93% in 2022) • 71% - Understand how to analyse data – (from 57% 2021)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes in writing	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	AVPS began a major focus on Writing in 2022 and needs time to evolve and embed strategies	

Goal 3	**To increase engagement and wellbeing in learning for all students**
12 Month Target 3.1	Target 3.1 By 2023 the percentage positive response in the Parent Opinion Survey will increase as follows: Stimulating learning environment 78% Student agency and voice 78% Student motivation and support 76% School pride and confidence 83%
12 Month Target 3.2	Target 3.2 By 2023 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas:

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.b Setting expectations and promoting inclusion	Develop capacity of school staff to implement inclusive education strategies across the school.	Yes

Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	AVPS is in a transition phase of the Strategic Plan, whereby the school is waiting to complete the review process and then set new direction from that process. In the meantime, AVPS will focus on developing the Disability Inclusion Profile and surrounding process that is designed to help AVPS and families identify the strengths, needs, and educational adjustments we can make for individual students.

Define Actions, Outcomes and Activities

Goal 1	**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.
12 Month Target 1.1	Increased positive response in Student Attitudes to School survey in Emotional Awareness and Regulation (emotional and relational engagement) ALL from 66% in 2022 to 73% in 2023, which equals Network Schools 2022 MALE from 69% in 2022 to 74% in 2023 which equals the 2022 result FEMALE from 62% in 2022 to 72% in 2023 which equals 2022 similar schools & state Life Satisfaction (Individual social and emotional wellbeing) ALL from 70% in 2022 TO 73% in 2023, which equals Network Schools 2022 MALE - 76% in 2023 which equals the AVPS 2022 result FEMALE from 64% in 2022 to 70% in 2023 which equals 2022 similar & network schools Increased positive response in the Parent Opinion Survey: Confidence and resilience (Student Development) From 83% in 2022 to 84% in 2023 which equals 2022 state similar schools Increased positive staff response in the School Staff Survey: Build resilience and a resilient, supportive environment. (School Staff Safety and Wellbeing) 86% in 2023 which equals the AVPS 2022 result
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	Increase staff capacity to implement the Digital Devices Policy and eLearning Plan across the school
Outcomes	Teachers will be skilled in teaching the ICT curriculum Students will regularly use Chromebooks or Windows devices to enhance their learning. Increased motivation to learn observed in student behaviour and data (ATSS)

Success Indicators	Student Attitudes to School data - increase in Stimulated learning Parent Opinion - increase in Student motivation and support & Stimulating learning environment Staff - eLearning Matrix indicates improvement from Foundation or Emergent to Innovative.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Digital Devices Policy and e Learning Plan implemented and reviewed across the school	☑ School Improvement Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continuation of the Chromebook program across the school. 1:1 Year 3-6 and 1:2 Year P-2. Equity funding contributes to resourcing of this program to enable equitable access to resources.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$22,648.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ 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	Build staff capacity to implement Disability Inclusion Implementation of Disability Inclusion strategies Engage parents and carers with Disability Inclusion resources and personnel.
Outcomes	Students, staff, and parents will have increased knowledge and positive behaviours Consistent language and teaching approach to Disability Inclusion
Success Indicators	Student Attitudes to School data - increase in target data Parent Opinion - increase in target data School Staff Survey - increase in target data

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Disability Inclusion Co-Ordinator appointed to oversee and lead the implementation of the Disability Inclusion Profile across AVPS - see Goal 3.	☑ Disability Inclusion Coordinator ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$98,228.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Goal 2	To improve writing learning outcomes for all students				
12 Month Target 2.1	TARGET 2. 1 In 2023 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 74% (i.e., equal to the 2022 achievement) Year 5 Writing - 46% (i.e., equal to the 2022 achievement)				
12 Month Target 2.2	TARGET 2.2 By December 2023 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: • Writing from 31 in 2022 to 33% or greater in 2023				
12 Month Target 2.3	TARGET 2.3 By 2023 percentage positive response in Staff Survey will be: • 69% - Time to share pedagogical content knowledge (from 64% in 2022) • 82% - Moderate assessment tasks together – (from 79% in 2022) • 93% -Understand formative assessment – (matching 93% in 2022) • 71% - Understand how to analyse data – (from 57% 2021)				
KIS 2.a Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes in writing				
Actions	- Identify and implement the agreed upon AVPS Writing Approach, as outlined in the AVPS start up program - Participate in Professional Learning, guided by approaches of the Moonee Valley Community of Practice (Writing) - Continue reviewing and refining the AVPS Writing Approach and to incorporate learning from Professional Development, - Continue building staff capacity in pedagogical content knowledge and developing / implementing a guaranteed and viable curriculum in writing - Continue building staff capability to identify appropriate diagnostic assessments to collect student data. - Continue building staff capability to design, analyse and understand formative and summative assessments to collect student data.				

Outcomes	Teachers are implementing the Vic Curriculum (Writing) i.e., G&V curriculum. The writing start up program will be implemented P-6. Staff will participate in Professional Learning pertaining to pedagogical content knowledge and a developing / implementing a guaranteed and viable curriculum in writing. Teachers implement agreed upon writing instructional practices. The profile of writing across the school will be lifted and the quality of writing will be celebrated and shared across the school . •Teachers use diagnostic, formative and summative assessment •Teachers design their own assessment materials, for example, task outlines & rubrics •Teachers collaborate on the development and use of assessment materials •Teachers use agreed processes to record student learning data •Leaders support staff to improve their assessment practices through prioritising time and providing professional learning opportunities based on data and evidence collected. * Students begin developing their own learning goals in writing.
Success Indicators	EARLY INDICATORS - Writing start up program is implemented in all year levels - Every student will have a writing goal. - Writing conferences between students and teachers will occur at regular intervals - Teachers participate in writing professional learning - coaching, workshops, professional readings. - Teachers participate in classroom observations of best practice in writing - Moderation - annotated writing samples - Midyear teacher judgment - increase in students achieving at the highest levels - Assessment schedule demonstrates a variety of diagnostic, formative, and summative assessment - Writing Team minutes show evidence of research and implementation - Rubrics and assessment tools are stored and accessed on google staff drive. - Data walls/classroom records show collection of student data - Introduction of standardised testing - PAT Literacy LATE INDICATORS - Every student will have a writing goal. - Student writing goals are reviewed, monitored and adapted over time via regular teacher / student conferences. - Increase in students achieving at the highest levels in end of year teacher judgment - The gap between Naplan writing achievement and teacher judgment is narrowing. - End-of-year staff survey and student focus group shows changes to staff practice in assessment and collation of data - School records show that every student has completed a range of assessments across the year in writing.

	- More students will be achieving at the highest levels in writing. - Naplan targets are maintained in writing.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Implement the AVPS Writing Startup program P-6	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Monitor the implementation of the writing curriculum/program at AVPS	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Writing Professional Learning program developed and implemented	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Development (and review) of data tools, for example, rubrics and assessment tools.	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review current and develop the 2024 writing scope and sequence.	☑ Literacy Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To increase engagement and wellbeing in learning for all students
12 Month Target 3.1	Target 3.1 By 2023 the percentage positive response in the Parent Opinion Survey will increase as follows: Stimulating learning environment 78% Student agency and voice 78% Student motivation and support 76% School pride and confidence 83%
12 Month Target 3.2	Target 3.2 By 2023 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas: Differentiated learning challenge: Both 84% Female 85% Male 85% Stimulated learning: Both 78% Female 78% Male 76% Student voice and agency:

	Both 65% Female 67% Male 63%
12 Month Target 3.3	Target 3.3 By 2023 the percentage positive response in School staff survey Teaching and Learning implementation and evaluation modules will increase in the following areas: Seek feedback to improve practice 67% Use student feedback to improve practice 69% Promote students' ownership of learning goals 79% Understand how to analyse data 73%
KIS 3.b Setting expectations and promoting inclusion	Develop capacity of school staff to implement inclusive education strategies across the school.
Actions	Engage with regional Disability Inclusion coaches to provide professional learning to introduce or enhance disability inclusion principles and practices across the school. Employ a Disability Inclusion leader to provide inclusion support and development across the school. Provide inclusion support as follows: - Tier 1 – Intentional instruction practice, embedding inclusive practices across the whole school - Tier 2 – Provide targeted support to teams of teachers with similar identified needs - Tier 3 - Provide targeted individual support to teachers Increase implementation of inclusion strategies across the school, introduced via Professional Learning - including an in class coaching program (Tier 1) Involve students in Student Support Groups and development of Individual Education Plans The majority of Tier 2 students will have Individual Education Plans

	Develop and implement Disability Inclusion Profiles where needed for Tier 2 students
Outcomes	Strengthened staff understanding and consistent practice of the principles of inclusive education resulting in: - increased planning for differentiation - increased student engagement and involvement in shaping teaching and learning. Disability Inclusion Profiles completed where needed for Tier 2 students Improved student achievement outcomes
Success Indicators	Individual Education Plans Student Support Group meeting minutes Professional Learning / Coaching schedule and materials Student Attitudes to School data - increase in target data Student Achievement Data - NAPLAN & Teacher Judgement Parent Opinion - increase in target data School Staff Survey - increase in target data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint a Disability Inclusion leader	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$66,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning Program, including in class coaching	☑ Disability Inclusion Coordinator ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Implement inclusive education strategies across the school	☑ Disability Inclusion Coordinator ☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$31,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ 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	$22,648.20	$22,648.00	$0.20
Disability Inclusion Tier 2 Funding	$98,228.31	$98,000.00	$228.31
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$120,876.51	$120,648.00	$228.51

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continuation of the Chromebook program across the school. 1:1 Year 3-6 and 1:2 Year P-2. Equity funding contributes to resourcing of this program to enable equitable access to resources.	$22,648.00
Appoint a Disability Inclusion leader	$66,000.00
Professional Learning Program, including in class coaching	$1,000.00
Implement inclusive education strategies across the school	$31,000.00
Totals	$120,648.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Continuation of the Chromebook program across the school. 1:1 Year 3-6 and 1:2 Year P-2. Equity funding contributes to resourcing of this program to enable equitable access to resources.	from: Term 1 to: Term 4	$22,648.00	☑ Assets
Totals		$22,648.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Appoint a Disability Inclusion leader	from: Term 1 to: Term 4	$66,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator
Professional Learning Program, including in class coaching	from: Term 1 to: Term 4	$1,000.00	☑ Professional learning for school-based staff •
Implement inclusive education strategies across the school	from: Term 2 to: Term 4	$31,000.00	☑ Teaching and learning programs and resources • ☑ Equipment, adaptive technology, devices, or materials to support learning •
Totals		$98,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Writing Professional Learning program developed and implemented	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Misty Adoniou ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Moonee Ponds PS Footscray City PS
Development (and review) of data tools, for example, rubrics and assessment tools.	☑ Literacy Leader ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Review current and develop the 2024 writing scope and sequence.	☑ Literacy Leader ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Appoint a Disability Inclusion leader	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Disability Inclusion Coach	☑ On-site
Professional Learning Program, including in class coaching	☑ Disability Inclusion Coordinator ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Disability Inclusion	☑ On-site
Implement inclusive education strategies across the school	☑ Disability Inclusion Coordinator ☑ School Improvement Team	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site