

2024 Annual Implementation Plan

for improving student outcomes

Seaford Primary School (3835)



Submitted for review by Michael Browne (School Principal) on 18 December, 2023 at 11:03 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 January, 2024 at 02:48 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	

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																																																																								
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.																																																																								
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.	Yes	Support for the priorities	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level.To decrease to less than 10% negative responses in the ATOS area of student voice and agency.																																																																								
To improve student learning outcomes.	Yes	<table><tr><td colspan="6">NAPLAN: Benchmark growth, top and bottom two bands</td></tr><tr><td colspan="2">NAPLAN benchmark growth</td><td colspan="2">High growth: Target at or above</td><td colspan="2">Low growth: Target at or above</td></tr><tr><td></td><td></td><td>2021</td><td>2025</td><td>2021</td><td>2025</td></tr><tr><td>Reading</td><td></td><td>27%</td><td>35%</td><td>7%</td><td>3%</td></tr><tr><td>Writing</td><td></td><td>7%</td><td>25%</td><td>40%</td><td>25%</td></tr><tr><td>Numeracy</td><td></td><td>7%</td><td>25%</td><td>29%</td><td>15%</td></tr><tr><td colspan="2">NAPLAN top two bands</td><td>Year 3 2021</td><td>Year 3 2025</td><td colspan="2">Year 5</td></tr><tr><td></td><td>2021</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Year 5 2025</td><td></td><td></td><td></td><td></td></tr><tr><td>Reading</td><td></td><td>46%</td><td>60%</td><td>29%</td><td>40%</td></tr><tr><td>Writing</td><td></td><td>38%</td><td>50%</td><td>12%</td><td>25%</td></tr><tr><td>Numeracy</td><td></td><td>48%</td><td>55%</td><td>12%</td><td>25%</td></tr></table>	NAPLAN: Benchmark growth, top and bottom two bands						NAPLAN benchmark growth		High growth: Target at or above		Low growth: Target at or above				2021	2025	2021	2025	Reading		27%	35%	7%	3%	Writing		7%	25%	40%	25%	Numeracy		7%	25%	29%	15%	NAPLAN top two bands		Year 3 2021	Year 3 2025	Year 5			2021						Year 5 2025					Reading		46%	60%	29%	40%	Writing		38%	50%	12%	25%	Numeracy		48%	55%	12%	25%	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level.
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		NAPLAN bottom two bands	Year 3 2021	Year 3 2025	Year 5 2021	Year 5 2025	
		Reading	14%	10%	12%	6%	
		Writing	12%	10%	24%	12%	
		Numeracy	4%	4%	18%	12%	
		Teacher judgement: 90% of students will make or exceed one year's progress for each year. Benchmark data 81% Semester 1, 2021.					90% of students will make or exceed one year's progress for each year.
		School Staff Survey (SSS): SSS factor Understand formative assessment Understand how to analyse data Understand curriculum Using student feedback to inform practice Plan differentiated learning activities Use pedagogical model Using high impact teaching strategies					Understand formative assessment to be at 80% Understand how to analyse data to be at 70% Understand curriculum to remain at 92% Using student feedback to inform practice to be at 77% Plan differentiated learning activities to be at 90% Use pedagogical model to remain at 92% Using high impact teaching strategies to remain at 92%
		AToSS: AToSS variables Stimulated learning Effective teaching time Differentiated learning challenge					Stimulated learning to be at 85% Effective teaching time to be at 90% Differentiated learning challenge to be at 90%
To empower students to be actively engaged in learning to enhance their emotional and social wellbeing.	Yes	Parent Opinion Survey (POS): • Maintain General satisfaction at or above 90 per cent positive.					To maintain general satisfaction at or above 90% positive.
		SSS: SSS variables					To achieve growth in positive responses in all areas to a minimum of

		Promote student ownership of learning goals 67% 80% Support growth and learning of whole student 67% 80% Believe student engagement is key to learning 67% 80% Parent and community involvement 67% 80%	80% positive with particular focus on the following with an aim of 85% positive response to each. Understand how to analyse data. Understand formative assessment. Use student feedback to improve practice. Focus learning on real-life problems. Time to share pedagogical content knowledge. Believe peer feedback improves practice.
		AToSS: AToSS variables 2021 2025 Student voice and agency 62% 80% Sense of confidence 72% 90% Self-regulation and goal setting 84% 90% Attitudes to attendance 84% 90%	To achieve 75% positive response rate for student voice and agency. To achieve 75% in Sense of Confidence To achieve 82% in self regulation and goal setting 85% in attitude to attendance.
		Attendance: Attendance 2021 2025 20+ days absence 28% 18% Average days absent 19.1 14 Unapproved absence days 8.4 5	To decrease the unapproved absence days to 4 days.

Goal 1	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.
12-month target 1.1-month target	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level. To decrease to less than 10% negative responses in the ATOS area of student voice and agency.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	To improve student learning outcomes.	
12-month target 2.1-month target	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level.	
12-month target 2.2-month target	90% of students will make or exceed one year's progress for each year.	
12-month target 2.3-month target	Understand formative assessment to be at 80% Understand how to analyse data to be at 70% Understand curriculum to remain at 92% Using student feedback to inform practice to be at 77% Plan differentiated learning activities to be at 90% Use pedagogical model to remain at 92% Using high impact teaching strategies to remain at 92%	
12-month target 2.4-month target	Stimulated learning to be at 85% Effective teaching time to be at 90%	

	Differentiated learning challenge to be at 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	To develop staff capability in evidence based pedagogical practice.	No
KIS 2.b Excellence in teaching and learning	To develop staff capability in the collection, analysis of and response to data to meet the learning needs of all students.	Yes
KIS 2.c Excellence in teaching and learning	To develop staff capability to align the Victorian Curriculum with planning and assessment.	No
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.	The school's self evaluation assessed that we are continuing to maintain our teaching and learning standards and assessment proficiencies at an embedding level. The outcomes of our 2023 AIP goals demonstrated that our school's focus on strengthening consistent instructional teaching and learning models, which incorporated high impact strategies, has resulted in positive outcomes. This was evident in the staff opinion survey results, with 92% of staff understanding curriculum, 92% of staff using the pedagogical model and 92% of staff using high impact teaching strategies. Furthermore, this developed consistency in instructional models throughout the school having had a positive impact on student outcomes with 91% of students achieving 12+ months growth in the selected focus area of numeracy. To progress to the excelling stage in teaching and learning we will focus on strengthening staff capability in the collection, analysis of and response to data to meet the learning needs of students. This will ensure we meet our 2024 AIP goal of improving student outcomes in numeracy. We will have a stronger focus on encouraging and providing opportunities for peer feedback as only 55% of staff responded positively to this question. The maths learning specialist will be pivotal in achieving progress in this area as they will use a percentage of their allocated LS role to release teaching staff to observe colleagues. Within this process there will be a focus on observing and providing feedback on how teachers respond to data to meet students' learning needs.	
Goal 3	To empower students to be actively engaged in learning to enhance their emotional and social wellbeing.	
12-month target 3.1-month target	To maintain general satisfaction at or above 90% positive.	
12-month target 3.2-month target	To achieve growth in positive responses in all areas to a minimum of 80% positive with particular focus on the following with an aim of 85% positive response to each.	

	<p>Understand how to analyse data.</p> <p>Understand formative assessment.</p> <p>Use student feedback to improve practice.</p> <p>Focus learning on real-life problems.</p> <p>Time to share pedagogical content knowledge.</p> <p>Believe peer feedback improves practice.</p>	
12-month target 3.3-month target	<p>To achieve 75% positive response rate for student voice and agency.</p> <p>To achieve 75% in Sense of Confidence</p> <p>To achieve 82% in self regulation and goal setting</p> <p>85% in attitude to attendance.</p>	
12-month target 3.4-month target	To decrease the unapproved absence days to 4 days.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	To build staff capabilities to activate learner agency in order to strengthen student empowerment.	Yes
KIS 3.b Community engagement in learning	To further develop strong relationships and active partnerships with the school community to strengthen student participation and engagement.	No
KIS 3.c Positive climate for learning	To build student capabilities to enhance independence, self-regulation and goal setting	No
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>The school's self evaluation assessed that we are continuing to maintain our engagement proficiency at an embedding level. The school operates at a high standard in relation to incorporating student voice in developing school programs. We have established a strong program of tier 1, tier 2 and tier 3 supports to ensure all students receive the necessary support in the area of wellbeing and mental health. Targeted support using the social skills program tools had supported identified students in developing essential self-regulation skills. To progress to excelling level there will be a stronger focus on developing opportunities for learner agency, which will be incorporated into the focus on developing staff capability in understanding formative assessment and collecting, analysing and responding to learning data.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level. To decrease to less than 10% negative responses in the ATOS area of student voice and agency.
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability in collecting, analysing and responding to data in order to ensure every child is appropriately challenged in mathematics.
Outcomes	Students in need of targeted support or intervention in mathematics will be identified and supported. Students will know what the next steps are to progress their learning in maths. Teachers will effectively utilise the enabling and extending prompts to differentiate learning during maths LES sessions. Teachers will plan for differentiation based on student learning data. Teachers will regularly monitor, review and update IEP's to ensure they are responsive to student needs. Teachers will follow the assessment schedule to ensure they collect triangulated data to analyse. Leaders will ensure time is allocated for teachers to engage in peer observations and feedback. Leaders will support teaching staff to revise scope of sequence and assessment trackers in mathematics.
Success Indicators	Weekly planning will show differentiation in mathematics. Formative and summative assessments will show learning growth in mathematics. Students will be aware of their own individual learning goals in mathematics. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review the assessment schedule and embed time for moderation of mathematics assessment within professional learning / PLCs.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and update IEP's to include numeracy goals, adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Organise learning walks to observe staff practice and collect data on student experiences of mathematics assessment and differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Other funding will be used
Continue to provide professional learning for the LES instructional model.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide time for peer observations with a focus on differentiation and student engagement in mathematics.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Continue to have mathematics as a priority in PLC's with a focus on analysing and responding to data.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	Provide ongoing professional learning in the school wide approach to social and emotional learning. Provide Professional Development in Trauma Informed Practice with use of consultant. Incorporate aspects of the Berry Street morel into the shcool's overall Student Wellbeing Program Establish a tiered social model such as Zones of Regulation framework for all students Continue to utilise established incident communication chain. Monitor and revise available tier 1, tier 2 and tier 3 supports.				
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting social and emotional wellbeing. At risk students will be identified and receive targeted support in a timely manner. Teachers will implement a range of interventions in their classroom to support student wellbeing.				
Success Indicators	Documentation of frameworks / programs. Internal and external professional learning attendance. Documentation of referrals/communication processes. Student, staff and parents perception survey results. Attendance data. Number of negative chronicles Staff, parent and student surveys in relative domains				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Identify and schedule appropriate professional learning for all staff implementing wellbeing programs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review staff role statements to provide clarity of responsibility for wellbeing / welfare / inclusion staff.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 2	To improve student learning outcomes.			
12-month target 2.1 target	50% of year 3 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students in year 3 will be in the 'needs additional support Naplan proficiency level. 50% of year 5 students will achieve exceeding or strong in Naplan proficiency levels. Less than 10% of students will be in the 'needs additional support Naplan proficiency level.			
12-month target 2.2 target	90% of students will make or exceed one year's progress for each year.			
12-month target 2.3 target	Understand formative assessment to be at 80% Understand how to analyse data to be at 70%			

	<p>Understand curriculum to remain at 92%</p> <p>Using student feedback to inform practice to be at 77%</p> <p>Plan differentiated learning activities to be at 90%</p> <p>Use pedagogical model to remain at 92%</p> <p>Using high impact teaching strategies to remain at 92%</p>
12-month target 2.4 target	<p>Stimulated learning to be at 85%</p> <p>Effective teaching time to be at 90%</p> <p>Differentiated learning challenge to be at 90%</p>
KIS 2.b Evaluating impact on learning	To develop staff capability in the collection, analysis of and response to data to meet the learning needs of all students.
Actions	<p>Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.</p> <p>Maintain PLC structures to support teacher collaboration and strengthen teaching practice in analysing and responding to data.</p> <p>Build staff capability to understanding and implement IEP's using student learning data.</p> <p>Provide targeted training to Education Support staff to build capability to provide support to teachers and students.</p>
Outcomes	<p>Students will be supported to learn at point of need.</p> <p>Teachers will confidently and accurately identify student learning needs of all their students.</p> <p>Teachers will consistently implement the agreed assessment schedule.</p> <p>Teachers will provide students with the opportunity to work at their level through differentiated resources and through enabling / extending prompts.</p> <p>Teachers will provide regular feedback and monitor student progress.</p> <p>Teachers and leaders will establish intervention/small group tutoring programs.</p>
Success Indicators	<p>Student feedback on differentiation.</p> <p>Teachers' formative assessment data and summative judgements against the curriculum.</p> <p>Teacher records and observations of student progress.</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning.</p> <p>NAPLAN results / teacher judgements.</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</p> <p>Test results from sources such as PAT / essential assessments / MOI.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a process for monitoring school-wide data.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on data literacy.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on formative assessment with a focus on monitoring and responding to data continuously.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00
Establish processes and protocols for regular moderation of student work within teaching teams.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Consider candidates for the following Victorian Academy professional learning: Collaborating with data: 9 hours. Leading differentiated teaching in mathematics: 15 weeks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To empower students to be actively engaged in learning to enhance their emotional and social wellbeing.			

12-month target 3.1 target	To maintain general satisfaction at or above 90% positive.
12-month target 3.2 target	<p>To achieve growth in positive responses in all areas to a minimum of 80% positive with particular focus on the following with an aim of 85% positive response to each.</p> <p>Understand how to analyse data.</p> <p>Understand formative assessment.</p> <p>Use student feedback to improve practice.</p> <p>Focus learning on real-life problems.</p> <p>Time to share pedagogical content knowledge.</p> <p>Believe peer feedback improves practice.</p>
12-month target 3.3 target	<p>To achieve 75% positive response rate for student voice and agency.</p> <p>To achieve 75% in Sense of Confidence</p> <p>To achieve 82% in self regulation and goal setting</p> <p>85% in attitude to attendance.</p>
12-month target 3.4 target	To decrease the unapproved absence days to 4 days.
KIS 3.a Empowering students and building school pride	To build staff capabilities to activate learner agency in order to strengthen student empowerment.
Actions	<p>Establish a research team to drive the development of learner agency across the school.</p> <p>Plan professional learning in evidence-based strategies for strengthening learner agency and empowerment.</p> <p>Establish processes and protocols for activating learner agency.</p> <p>Build students self-awareness and metacognitive skills.</p> <p>Build staff capability to distinguish between student voice and learner agency.</p> <p>Build staff capability to include students in the ongoing formative assessment process.</p>
Outcomes	<p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students will know what their next steps are to progress their learning.</p> <p>Opportunities for learner agency will be evident in weekly planning documents.</p>
Success Indicators	<p>Individual learning goals (co-created between student and teacher) - gradual release of responsibility.</p> <p>Regular meetings (minutes) from the learner agency research team.</p> <p>Teacher records and observations of student progress.</p>

	Classroom observations and learning walks demonstrating use of strategies from professional learning. Evidence that inquiry topics have been adapted to take account of student interests. Evidence within weekly planning documents of real-life mathematics learning during LES sessions to enhance learner engagement. ATOS results.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise internal professional learning (research team).	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Members of the learner agency research team to engage in the Victorian Academy course: Rethinking Assessment to Build Agency in Learning.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Establish processes and protocols for incorproating learner agency into daily practice.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other 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	\$95,013.14	\$95,013.14	\$0.00
Disability Inclusion Tier 2 Funding	\$127,435.26	\$127,435.26	\$0.00
Schools Mental Health Fund and Menu	\$29,584.63	\$29,584.63	\$0.00
Total	\$252,033.03	\$252,033.03	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Review and update IEP's to include numeracy goals, adjustments and supports for selected students working below the expected level.	\$5,000.00
Continue to provide professional learning for the LES instructional model.	\$10,000.00
Continue to have mathematics as a priority in PLC's with a focus on analysing and responding to data.	\$5,000.00
Identify and schedule appropriate professional learning for all staff implementing wellbeing programs.	\$20,000.00
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus.	\$5,000.00
Schedule and organise internal professional learning (research team).	\$7,500.00
Establish processes and protocols for incorporating learner agency into daily practice.	\$2,500.00

Totals	\$55,000.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue to provide professional learning for the LES instructional model.	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Continue to have mathematics as a priority in PLC's with a focus on analysing and responding to data.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Identify and schedule appropriate professional learning for all staff implementing wellbeing programs.	from: Term 1 to: Term 1	\$20,000.00	
Schedule and organise internal professional learning (research team).	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Establish processes and protocols for incorproating learner agency into daily practice.	from: Term 1 to: Term 1	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$44,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Review and update IEP's to include numeracy goals, adjustments and supports for selected students working below the expected level.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning)
Totals		\$10,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Identify and schedule appropriate professional learning for all staff implementing wellbeing programs.	from: Term 1 to: Term 1	\$9,000.00	<input checked="" type="checkbox"/> Trauma Informed Care in Schools (TIC)(Orygen)
Totals		\$9,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
	\$189,033.03
Totals	\$189,033.03

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 2	\$51,013.14	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$51,013.14	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 2	\$117,435.26	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • <input checked="" type="checkbox"/> CRT •
Totals		\$117,435.26	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 2	\$20,584.63	<input checked="" type="checkbox"/> Music Therapists This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$20,584.63	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review and update IEP's to include numeracy goals, adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Homegroup teachers	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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Continue to provide professional learning for the LES instructional model.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Provide time for peer observations with a focus on differentiation and student engagement in mathematics.	<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"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Continue to have mathematics as a priority in PLC's with a focus on analysing and responding to data.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	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"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for all staff implementing wellbeing programs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> External consultants Bobbie Cook	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on data literacy.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment with a focus on monitoring and responding to data continuously.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team	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"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders				<input checked="" type="checkbox"/> Departmental resources On Line webinars oin Formative Assessment	
Schedule and organise internal professional learning (research team).	<input checked="" type="checkbox"/> Leadership team	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"/> Professional practice day <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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Members of the learner agency research team to engage in the Victorian Academy course: Rethinking Assessment to Build Agency in Learning.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Network professional learning	<input checked="" type="checkbox"/> VCAA curriculum specialist	<input checked="" type="checkbox"/> Off-site As arrangede by VCAA