

# 2023 Annual Implementation Plan

## for improving student outcomes

Blackburn Lake Primary School (4860)



Submitted for review by David Dowson (School Principal) on 24 March, 2023 at 11:19 AM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 24 March, 2023 at 11:25 AM  
Endorsed by Duncan Hale (School Council President) on 28 April, 2023 at 01:38 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	

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

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

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

<b>Enter your reflective comments</b>	2022 was a transition year at Blackburn Lake Primary School in many facets with a new Principal new AP, new business manager and persistent staff absence. Despite this we were able to achieve significant change in a short amount of time to reflect actions that supported the attainment of AIP targets with a focus on student wellbeing and learning outcomes. I am very proud of the work that was able to be achieved in a condensed amount of time
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<b>Considerations for 2023</b>	<p>Designated EAL teacher .3 EFT (3 1/2 days)          Continuation of TLI program (5 days /week)          Continuation of whole school reporting against the EAL continuum          Continuation of SSG support for PSD-funded students and others who require adjustments to their learning.          Individual education plans for all PSD and ATSI students.          Individual education plans for all children achieving 12 months or greater below the expected level.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximise the learning growth of all students.
<b>Target 2.1</b>	Increase the percentage of students in the top two NAPLAN bands in: <ul style="list-style-type: none"> <li>• Year 5 Reading from 68% (2018–21) to 75% or above in 2025</li> <li>• Year 5 Spelling from 53% (2018–21) to 60% or above in 2025</li> <li>• Year 5 Grammar and Punctuation from 60% (2018–21) to 70% or above in 2025</li> <li>• Year 5 Writing from 34% (2018–21) to 40% or above in 2025</li> <li>• Year 5 Numeracy from 66% (2018–21) to 75% or above in 2025.</li> </ul>
<b>Target 2.2</b>	Increase the percentage of students making above NAPLAN benchmark growth in: <ul style="list-style-type: none"> <li>• Writing from 29% (2018–21) to 35% or above in 2025</li> <li>• Reading from 24% (2018–21) to 30% or above in 2025</li> <li>• Spelling from 28% (2018–21) to 35% or above in 2025</li> </ul>

	<ul style="list-style-type: none"> <li>• Grammar and Punctuation from 32% (2018–21) to 35% or above in 2025</li> <li>• Numeracy from 26% (2018–21) to 30% or above in 2025</li> </ul> <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Writing from 22% (2018–21) to 18% or below in 2025</li> <li>• Reading from 25% (2018–21) to 20% or below in 2025</li> <li>• Spelling from 25% (2018–21) to 20% or below in 2025</li> <li>• Grammar and Punctuation from 25% (2018–21) to 20% or below in 2025</li> <li>• Numeracy from 18% (2018–21) to 15% or below in 2025.</li> </ul>
<b>Target 2.3</b>	<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 8.3% (2020) to 25% or above in 2025</li> <li>• Writing from 7.7% (2020) to 25% or above in 2025</li> <li>• Speaking and listening from 8.7% (2020) to 25% or above in 2025</li> <li>• Number from 13.5% (2020) to 25% or above in 2025.</li> </ul>
<b>Target 2.4</b>	<p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 73% in 2021 to 85% or above in 2025</li> <li>• Teacher collaboration from 38% in 2021 to 60% or above in 2025</li> <li>• Understand how to analyse data from 42% in 2021 to 60% or above in 2025</li> <li>• Discuss problems of practice from 71% in 2021 to 85% or above in 2025</li> <li>• Professional learning through peer observation from 50% in 2021 to 80% or above in 2025.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and document a whole-school sequential curriculum plan in Literacy and Numeracy.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop, and consistently implement across the whole school, an agreed, evidence-based instructional model.
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Further build teacher capacity through modelling of effective practice and implementation of a formal peer observation and feedback initiative.
<b>Goal 3</b>	To further improve student engagement and wellbeing.
<b>Target 3.1</b>	<p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 64% in 2021 to 85% or above in 2025</li> <li>• Self-regulation and goal setting from 83% in 2021 to 90% or above in 2025</li> <li>• Sense of confidence from 76% in 2021 to 85% or above in 2025</li> <li>• Emotional awareness and regulation from 74% in 2021 to 85% or above in 2025</li> <li>• Peer relationships from 36% in 2021 to 50% or above in 2025</li> </ul>
<b>Target 3.2</b>	<p>Components in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50% in 2021 to 80% or above in 2025</li> <li>• Seek feedback to improve practice from 58% in 2021 to 80% or above in 2025.</li> </ul>

<b>Target 3.3</b>	<p>Components in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77% in 2020 to 90% or above in 2025</li> <li>• Student agency and voice from 69% in 2020 to 90% or above in 2025</li> <li>• Teacher communication from 53% in 2020 to 80% or above in 2025</li> <li>• School communication from 69% in 2020 to 90% or above in 2025.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Further develop and document a consistent whole-school strategy to empower students and develop self-regulating learners.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Further build teacher capacity to enhance student voice and learner agency.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.
<b>Key Improvement Strategy 3.d</b> Health and wellbeing	Review the school's approach to wellbeing and re-launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on emotional awareness and self-regulation.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:- Year 5 Numeracy from 56% (2022) to 63% or above in 2023. Increase the percentage of students making above NAPLAN benchmark growth in:- Numeracy from 26% (2018–21) to 28.% or above in 2023. Decrease the percentage of students making below NAPLAN benchmark growth in:- Numeracy from 18% (2018–21) to 17% or below in 2023. Wellbeing Increase the percentage of positive endorsement on the AToSS for: - Emotional awareness and regulation from 74% in 2021 to 74% or above in 2023- Peer relationships from 36% in 2021 to 44% or above in 2023</p>
To maximise the learning growth of all students.	Yes	<p>Increase the percentage of students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> <li>• Year 5 Reading from 68% (2018–21) to 75% or above in 2025</li> <li>• Year 5 Spelling from 53% (2018–21) to 60% or above in 2025</li> <li>• Year 5 Grammar and Punctuation from 60% (2018–21) to 70% or above in 2025</li> <li>• Year 5 Writing from 34% (2018–21) to 40% or above in 2025</li> <li>• Year 5 Numeracy from 66% (2018–21) to 75% or above in 2025.</li> </ul>	Increase the percentage of students in the top two NAPLAN bands in:- Year 5 Reading from 68% (2018–21) to 74% or above in 2023- Year 5 Writing from 34% (2018–21) to 54% or above in 2023

		<p>Increase the percentage of students making above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Writing from 29% (2018–21) to 35% or above in 2025</li> <li>• Reading from 24% (2018–21) to 30% or above in 2025</li> <li>• Spelling from 28% (2018–21) to 35% or above in 2025</li> <li>• Grammar and Punctuation from 32% (2018–21) to 35% or above in 2025</li> <li>• Numeracy from 26% (2018–21) to 30% or above in 2025</li> </ul> <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Writing from 22% (2018–21) to 18% or below in 2025</li> <li>• Reading from 25% (2018–21) to 20% or below in 2025</li> <li>• Spelling from 25% (2018–21) to 20% or below in 2025</li> <li>• Grammar and Punctuation from 25% (2018–21) to 20% or below in 2025</li> <li>• Numeracy from 18% (2018–21) to 15% or below in 2025.</li> </ul>	<p>Increase the percentage of students making above NAPLAN benchmark growth in:-  Reading from 24% (2018–21) to 26% or above in 2023- Writing from 29% (2018–21) to 31% or above in 2023  Decrease the percentage of students making below NAPLAN benchmark growth in:-  Reading from 25% (2018–21) to 23% or below in 2023- Writing from 22% (2018–21) to 20% or below in 2023</p>
		<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 8.3% (2020) to 25% or above in 2025</li> <li>• Writing from 7.7% (2020) to 25% or above in 2025</li> <li>• Speaking and Listening from 8.7% (2020) to 25% or above in 2025</li> <li>• Number from 13.5% (2020) to 25% or above in 2025.</li> </ul>	<p>No 12-month goal recorded here as teacher judgment data is not a focus for 2023  Reading from 8.3% (2020) to 25% or above in 2025  Writing from 7.7% (2020) to 25% or above in 2025  Speaking and Listening from 8.7% (2020) to 25% or above in 2025  The number from 13.5% (2020) to 25% or above in 2025.</p>
		<p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 73% in 2021 to 85% or above in 2025</li> <li>• Teacher collaboration from 38% in 2021 to 60% or above in 2025</li> <li>• Understand how to analyse data from 42% in 2021 to 60% or above in 2025</li> <li>• Discuss problems of practice from 71% in 2021 to 85% or above in 2025</li> <li>• Professional learning through peer observation from 50% in 2021 to 80% or above in 2025.</li> </ul>	<p>Components in the SSS to reflect the following endorsement:-  Academic emphasis from 73% in 2021 to 77% or above in 2023-  Teacher collaboration from 38% in 2021 to 54% or above in 2023-  Professional learning through peer observation from 50% in 2021 to 60% or above in 2023</p>

To further improve student engagement and wellbeing.	No	<p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 64% in 2021 to 85% or above in 2025</li> <li>• Self-regulation and goal setting from 83% in 2021 to 90% or above in 2025</li> <li>• Sense of confidence from 76% in 2021 to 85% or above in 2025</li> <li>• Emotional awareness and regulation from 74% in 2021 to 85% or above in 2025</li> <li>• Peer relationships from 36% in 2021 to 50% or above in 2025</li> </ul>	
		<p>Components in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50% in 2021 to 80% or above in 2025</li> <li>• Seek feedback to improve practice from 58% in 2021 to 80% or above in 2025.</li> </ul>	
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<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b></p>
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<b>12 Month Target 1.1</b>	<p>Learning  Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:  - Year 5 Numeracy from 56% (2022) to 63% or above in 2023.</p> <p>Increase the percentage of students making above NAPLAN benchmark growth in:  - Numeracy from 26% (2018–21) to 28.% or above in 2023</p> <p>Decrease the percentage of students making below NAPLAN benchmark growth in:  - Numeracy from 18% (2018–21) to 17% or below in 2023.</p> <p>Wellbeing  Increase the percentage of positive endorsement on the AToSS for:  - Emotional awareness and regulation from 74% in 2021 to 74% or above in 2023  - Peer relationships from 36% in 2021 to 44% or above in 2023</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	
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 2023.	
<b>Goal 2</b>	<b>To maximise the learning growth of all students.</b>	

<b>12 Month Target 2.1</b>	Increase the percentage of students in the top two NAPLAN bands in: - Year 5 Reading from 68% (2018–21) to 74% or above in 2023 - Year 5 Writing from 34% (2018–21) to 54% or above in 2023	
<b>12 Month Target 2.2</b>	Increase the percentage of students making above NAPLAN benchmark growth in: - Reading from 24% (2018–21) to 26% or above in 2023 - Writing from 29% (2018–21) to 31% or above in 2023  Decrease the percentage of students making below NAPLAN benchmark growth in: - Reading from 25% (2018–21) to 23% or below in 2023 - Writing from 22% (2018–21) to 20% or below in 2023	
<b>12 Month Target 2.3</b>	No 12-month goal recorded here as teacher judgment data is not a focus for 2023  Reading from 8.3% (2020) to 25% or above in 2025 Writing from 7.7% (2020) to 25% or above in 2025 Speaking and Listening from 8.7% (2020) to 25% or above in 2025 The number from 13.5% (2020) to 25% or above in 2025.	
<b>12 Month Target 2.4</b>	Components in the SSS to reflect the following endorsement: - Academic emphasis from 73% in 2021 to 77% or above in 2023 - Teacher collaboration from 38% in 2021 to 54% or above in 2023 - Professional learning through peer observation from 50% in 2021 to 60% or above in 2023	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Curriculum planning and assessment	Develop and document a whole-school sequential curriculum plan in Literacy and Numeracy.	No
<b>KIS 2.b</b>	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning.	Yes

Curriculum planning and assessment		
<b>KIS 2.c</b> Building practice excellence	Develop, and consistently implement across the whole school, an agreed, evidence-based instructional model.	No
<b>KIS 2.d</b> Building practice excellence	Further build teacher capacity through modelling of effective practice and implementation of a formal peer observation and feedback initiative.	Yes
<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>Kis 2b Excellence in Teaching and Learning - Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning.</p> <p>With great success, the school introduced a standardized observational formative assessment template in 2022 along with a Reading strategy checklist. Writing rubrics were also redesigned.</p> <p>In 2023 we will focus our attention on developing and using formative assessments in mathematics to better inform differentiated learning sequences for students.</p> <p>Kis 2D Excellence in Teaching and Learning - Further build teacher capacity through modeling of effective practice and implementation of a formal peer observation and feedback initiative</p> <p>Continue the success of 2023 by continuing to build on teachers' capacity to learn from collaboration and feedback mechanisms.</p> <p>Seek feedback to improve practice from 58% in 2021 to 63% or above in 2022 The result was 74% In 2023 via strong PLC practices, we endeavor to increase this again: Seek feedback to improve practice from 58% in 2021 to 76% above in 2023</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p>Learning</p> <p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> <li>- Year 5 Numeracy from 56% (2022) to 63% or above in 2023.</li> </ul> <p>Increase the percentage of students making above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>- Numeracy from 26% (2018–21) to 28.% or above in 2023</li> </ul> <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>- Numeracy from 18% (2018–21) to 17% or below in 2023.</li> </ul> <p>Wellbeing</p> <p>Increase the percentage of positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> <li>- Emotional awareness and regulation from 74% in 2021 to 74% or above in 2023</li> <li>- Peer relationships from 36% in 2021 to 44% or above in 2023</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Resource of learning specialists to be out of classroom 1.2 EFT.</li> <li>- Create SIT Mathematics Team</li> <li>- Evaluate current Maths planning templates and create a new template to suit the current climate</li> <li>- Evaluate current mathematics scope and sequence (skills-based learning ) and create a refined version.</li> <li>- Evaluate current mathematics scope and sequence (problem-solving -based learning) and create a refined version.</li> <li>- Introduce 1:1 Chromebook program in levels 5&amp;6</li> <li>- Evaluate current assessment practices in maths and make adjustments to the assessment schedule and CAT folder requirements as necessary</li> <li>- Create a Mathematics instructional model</li> <li>- Communicate maths journey to parents</li> <li>- Increase parent-teacher interview time to allow more time to discuss student outcomes</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Mathematics teaching pedagogy will be fully understood encompassing an agreed understanding of the relevant requirements for skills-based and problems solving based teaching and learning across F-6</li> <li>- Clear and consistent developmental mathematics curriculum will be documented</li> <li>- Formative and summative assessments to be documented and adopted as part of the assessment schedule</li> <li>- Common maths planners across the school that enable skills-based and problem-solving-based curricula to be documented</li> <li>- Creation of a BLPS Maths instructional model</li> <li>- Creation of a Mathematics planning template encompassing skills-based and problem-solving-based learning</li> </ul>			
<b>Success Indicators</b>	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> <li>- Year 5 Numeracy from 56% (2022) to 63% or above in 2023.</li> <li>- Increase the percentage of students making above NAPLAN benchmark growth in: Numeracy from 26% (2018–21) to 28.% or above in 2023</li> <li>- Decrease the percentage of students making below NAPLAN benchmark growth in: Numeracy from 18% (2018–21) to 17% or below in 2023.</li> </ul> <p>Increase POS endorsement:</p> <ul style="list-style-type: none"> <li>- Teacher communication from 53% in 2020 to 71% or above in 2023</li> <li>- School communication from 69% in 2020 to 84% or above in 2023.</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
create Maths Sit Team	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00  <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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p><b>General</b> Implement a thorough handover process for teachers from 2022-2023</p> <ul style="list-style-type: none"> <li>- Create a spreadsheet for teachers to reference students with academic or well-being needs</li> <li>- Provide time for staff to complete the spreadsheet and allocate professional learning time for staff to have conversations about students</li> <li>- Develop and distribute a "Getting to Know You" Google form to parents and provide time for teachers to review data.</li> </ul> <ul style="list-style-type: none"> <li>- Nominate a Marrung lead</li> <li>- Finalise 3 tiered BLPS intervention model for students teachers and parents.</li> <li>- Document wellbeing practices and procedures in a new parental brochure for distribution with enrolment packs in 2024.</li> <li>- Create a centralized hub on the intranet with links to all well-being documents and resources and update the school website</li> </ul> <p><b>SWPBS</b></p> <ul style="list-style-type: none"> <li>- Nominate an SWPBS coordinator and resource with additional NCT time</li> <li>- Resource learning specialists to be out of classroom 1.2 EFT.</li> <li>- Begin to Implement the SWPBS program <ul style="list-style-type: none"> <li>- Finalise expected behavior Matrix that aligns with TRRAC values and displays throughout school/website etc</li> <li>- Finalise behavior management flowchart and provide it to all staff communicate to parents as well</li> <li>- Reinvigorate whole school reward system. House points as part of SWPBS.</li> </ul> </li> <li>- Move to a computerized methodology for recording well-being concerns (Compass Chronicle)</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- Implement DoE Respectful Relationships program</li> <li>- Begin the process of creating scope and sequence aligning RR and SWPBS</li> </ul> <p><b>Buddies</b></p> <ul style="list-style-type: none"> <li>- Continue to update the buddies program. P-4 1-3 5&amp;2 with yr 6 to focus on Mpowered Girls and Revved Up prosocial programs.</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>- Continue to reinvigorate the TRRAC values program; <ul style="list-style-type: none"> <li>- Continue to create installations around the school to bring values to the forefront.</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>- Update schools logo and school branding including emails letters heads and promotional material</li> <li>- Finalise TRRAC values mascots and promote them around the school</li> <li>- Create a TRRAC song for students to sing at assembly encompassing value mascots and associated dispositions and actions</li> <li>- Finalise TRRAC value dispositions and actions</li> <li>- Further, refine learning dispositions against values</li> </ul>
<p><b>Outcomes</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>- All teachers become familiar with the academic and well-being needs of students in their class.</li> <li>- Parents feel comfortable and satisfied with the thorough handover process that is communicated through newsletters.</li> <li>- Marrung lead ensures that the school is incorporating ATSI perspectives across the curriculum and that ASTI students are being supported appropriately.</li> <li>- Teachers and Leaders finalize a 3 tiered BLPS intervention model for students teachers and parents</li> <li>- Centralised intranet hub is created on the school intranet with links to vital school resources related to everything Well-being.</li> </ul> <p><b>SWPBS</b></p> <ul style="list-style-type: none"> <li>- Teachers implement program SWPBS program is implemented, documented BLPS behaviors expectations are understood by all levels of the community, and are published throughout the school. The behavior management flowchart is created understood and followed by all students staff and parents.</li> <li>- Students articulate the positive behaviors, and major and minor behaviors outlined in the SWPBS framework</li> <li>- Students identify appropriate behaviors in different settings</li> <li>- Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviors</li> <li>- Teachers understand the SWPBS philosophy and articulate the desired behaviors and major and minor behaviors</li> <li>- Teachers collect and collaboratively analyze student behavior data using the learning management system (compass)</li> <li>- Teachers use consistent language to discuss positive behaviors and major and minor behaviors</li> <li>- Teachers explicitly teach expected behavior actions that align with the behavior matrix</li> <li>- Leaders document an F-6 developmentally appropriate scope and sequence of expected behaviors to be explicitly taught</li> <li>- Leaders frequently monitor SWPBS behavior data using COMPASS</li> <li>- Leaders provide opportunities for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</li> <li>- Teachers implement a class acknowledgment system which is displayed at the assembly</li> <li>- School implements whole school acknowledgment system</li> <li>- Parents understand the purpose of the acknowledgment system</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- Teachers implement the Respectful Relationships program for the first time with explicit teaching every 2nd Wednesday afternoon</li> <li>- Teachers will scope and sequence RRRR- odd and even year</li> <li>- Teachers will teach RRRR lessons</li> </ul>

	<ul style="list-style-type: none"> <li>- Students increase their emotional awareness</li> </ul> <p><b>Buddies</b></p> <ul style="list-style-type: none"> <li>- Students participate in reshaped buddies program implemented with a renewed focus on values throughout each session (every 2nd Wednesday)</li> <li>- Students increase their understanding of what it means to be a buddy and demonstrate TRRAC values</li> <li>- Students increase their friendships and knowledge of other students in other year levels</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>- Students continue to demonstrate TRRAC values at all times</li> <li>- Students teachers and parents become familiar with Value Mascots that are finalized, printed, placed around the school, and loaded on to school website</li> <li>- New TRRAC signage is implemented around the school '</li> <li>- Students become familiar with the School TRRAC song to further embed values and actions that align with values</li> <li>- Students increase emotional awareness and regulation</li> <li>- Students understand actions that are linked to values</li> </ul> <p><b>Compass</b></p> <ul style="list-style-type: none"> <li>- Leaders understand how to document student behavior on the learning management system ( Compass )</li> <li>- Staff learn how to use the learning management system for logging student behavior</li> <li>- Behaviour records recorded in COMPASS i</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of positive endorsement on the AToSS for: <ul style="list-style-type: none"> <li>- Emotional awareness and regulation from 74% in 2021 to 74% or above in 2023</li> <li>- Peer relationships from 36% in 2021 to 44% or above in 2023</li> </ul> </li> <li>• Behavioral data entered into Compass relating to major and minor events reduces as the year progresses</li> </ul> <p>Components in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>- Confidence and resiliency skills from 77% in 2020 to 81% or above in 2023</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint SWPBS Coordinator	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
<b>Goal 2</b>	To maximise the learning growth of all students.			
<b>12 Month Target 2.1</b>	Increase the percentage of students in the top two NAPLAN bands in: - Year 5 Reading from 68% (2018–21) to 74% or above in 2023 - Year 5 Writing from 34% (2018–21) to 54% or above in 2023			
<b>12 Month Target 2.2</b>	Increase the percentage of students making above NAPLAN benchmark growth in: - Reading from 24% (2018–21) to 26% or above in 2023 - Writing from 29% (2018–21) to 31% or above in 2023  Decrease the percentage of students making below NAPLAN benchmark growth in: - Reading from 25% (2018–21) to 23% or below in 2023 - Writing from 22% (2018–21) to 20% or below in 2023			
<b>12 Month Target 2.3</b>	No 12-month goal recorded here as teacher judgment data is not a focus for 2023  Reading from 8.3% (2020) to 25% or above in 2025 Writing from 7.7% (2020) to 25% or above in 2025			

	Speaking and Listening from 8.7% (2020) to 25% or above in 2025 The number from 13.5% (2020) to 25% or above in 2025.
<b>12 Month Target 2.4</b>	Components in the SSS to reflect the following endorsement: - Academic emphasis from 73% in 2021 to 77% or above in 2023 - Teacher collaboration from 38% in 2021 to 54% or above in 2023 - Professional learning through peer observation from 50% in 2021 to 60% or above in 2023
<b>KIS 2.b</b> Curriculum planning and assessment	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build staff capability to identify or design appropriate assessments (formative and summative) to collect student data</li> <li>• Build staff capability to analyse student data, to plan and teach at students' point of need</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students regularly have opportunities to demonstrate their learning</li> <li>• Students receive support at their point of learning and well-being need</li> <li>• Teachers collaborate on the development and the use of diagnostic, formative, and summative assessments</li> <li>• Teachers design assessment materials including task outlines, rubrics, and data sets (assessment cards, Guttman charts)</li> <li>• Teachers use agreed processes to record student learning and wellbeing data, identifying students' point of need in learning and wellbeing</li> <li>• Teachers select and employ appropriate strategies to support students' learning and well-being at their point of need</li> <li>• Leaders model a data-focused mindset and refer to evidence to support their decisions</li> <li>• Leaders support staff to improve their assessment practices by prioritizing time and providing professional learning opportunities</li> <li>• Teachers utilize an assessment schedule that demonstrates a variety of diagnostic, formative, and summative assessment</li> <li>• Leaders create a resource bank that holds rubrics and assessment tools</li> <li>• Leaders create annotated resources</li> <li>• Student records show that every student has completed a range of assessments across the year in all learning areas</li> <li>• Curriculum documentation shows evidence of planning for differentiation</li> </ul>

<b>Success Indicators</b>	SSS Understand how to analyze data from 42% in 2021 to 46% or above in 2023 Discuss problems of practice from 71% in 2021 to 75% or above in 2023 Seek feedback to improve practice from 58% in 2021 to 76% above in 2023			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<ul style="list-style-type: none"> <li>Audit current assessment practices using staff surveys and focus groups, and student focus groups</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <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
<ul style="list-style-type: none"> <li>Research available diagnostic assessments using tools such as the Digital Assessment Library and determine which assessments are appropriate for the needs of the school</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <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
<ul style="list-style-type: none"> <li>Create an assessment schedule identifying pre-and post-assessment points, and links to common assessment tasks</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
<ul style="list-style-type: none"> <li>Establish processes recording student data, for example, a data wall, teacher classroom records or Guttman charts</li> </ul>	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Implement EAL program	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2.d</b> Building practice excellence	Further build teacher capacity through modelling of effective practice and implementation of a formal peer observation and feedback initiative.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Utilise peer observation to build teaching capacity in line with agreed school improvement priorities</li> <li>Build staff capability to apply evidence-based instructional models for literacy and numeracy</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Students articulate the lesson structures for Literacy and Numeracy</li> <li>Teachers will collaborate with their peers to improve their knowledge and skills of evidence-based strategies that enhance and impact their practice</li> <li>Teachers will utilize peer observation to access feedback on their practice, build their capability and develop a shared understanding of the effective practice.</li> <li>Teachers will further develop their knowledge of the High Impact of Teaching Strategies (HITS)</li> <li>Leaders use evidence and collaborate with the middle school leaders to support their decisions</li> <li>Leaders will provide targeted professional learning opportunities and coaching to improve teacher practice and leadership capacity in literacy and numeracy.</li> <li>Leaders support staff to improve their teaching practices by prioritizing time and providing professional learning opportunities</li> <li>Leaders will provide a coaching and mentoring program for graduate teachers</li> <li>Teachers will have increased confidence and teacher practice, as evidenced in staff opinion survey data linked to other goals.</li> <li>Teachers will demonstrate increased confidence and professional capacity to collaborate with their peers</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>SSS <ul style="list-style-type: none"> <li>Academic emphasis from 73% in 2021 to 77% or above in 2023</li> <li>Teacher collaboration from 38% in 2021 to 54% or above in 2023</li> </ul> </li> </ul>			



	- Professional learning through peer observation from 50% in 2021 to 60% or above in 2023			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement regular week 5 peer observation schedule	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a nonjudgmental observation factual template for staff to record observations and share with the classroom teacher	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Create protocols for classroom peer observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Revise, publish, and display the Literacy workshop instructional model in classrooms	<input checked="" type="checkbox"/> Leadership 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
Investigate research-based instructional models for numeracy	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Trial instructional approaches	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Resource of learning specialists to be out of classroom 1.2 EFT. for contribution to Maths reform	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,336.50	\$5,336.00	\$0.50
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$5,336.50</b>	<b>\$5,336.00</b>	<b>\$0.50</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement EAL program	\$40,000.00
<b>Totals</b>	<b>\$40,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement EAL program	from: Term 1 to: Term 4	\$5,336.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$5,336.00</b>	

### Activities and Milestones - Disability Inclusion Funding

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

### 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
create Maths Sit TEam	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy portal	<input checked="" type="checkbox"/> On-site
Appoint SWPBS Coordinator	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Create an assessment schedule identifying pre-and post-assessment points, and links to common assessment tasks</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Establish processes recording student data, for example, a data wall, teacher classroom records or Guttman charts</li> </ul>	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site
Implement EAL program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site



		to: Term 4				EAL Whitehorse network
Implement regular week 5 peer observation schedule	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Create protocols for classroom peer observations	<input checked="" type="checkbox"/> All Staff	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Revise, publish, and display the Literacy workshop instructional model in classrooms	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Trial instructional approaches	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site