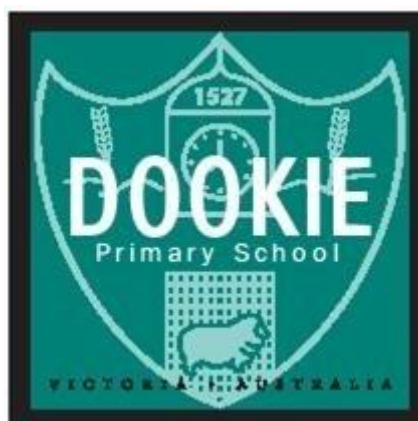


# 2023 Annual Implementation Plan

## for improving student outcomes

Dookie Primary School (1527)



Submitted for review by Luke Kleinig (School Principal) on 01 February, 2023 at 09:27 AM  
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 07 February, 2023 at 03:43 PM  
Endorsed by Peter Shields (School Council President) on 21 February, 2023 at 07:50 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	Evolving
	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>	Dookie PS will continue to provide explicit teaching and learning in line with our current PLC practice and aim to expand this other KLA's across the school. The focus on data informed teaching will be a key focus for 2023 with all staff continuing to develop their ability to read and interpret data to improve practice.
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<b>Considerations for 2023</b>	Staffing profile and class structure will be key considerations for 2023 Implementing the first year of a new School Strategic Plan Focus on wellbeing and numeracy.
<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>	Improve literacy outcomes for all students
<b>Target 2.1</b>	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>• Reading from 86% (2019-2021) to 90% (2024-2026)</li> <li>• Writing from 43% (2019-2021) to 75% (2024-2026)</li> </ul>
<b>Target 2.2</b>	By 2026, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>• Year 3 Reading from 36% (2021-2022) to 40% (2024-2026)</li> <li>• Year 5 Reading from 38% (2021-2022) to 50% (2004-2026)</li> </ul>

<b>Target 2.3</b>	<p>By 2026, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average):</p> <ul style="list-style-type: none"> <li>• Year 3 Writing from 43% (2021-2022) to 60% (2024-2026)</li> <li>• Year 5 Writing from 13% (2021-2022) to 30% (2024-2026)</li> </ul>
<b>Target 2.4</b>	<p>By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 71% (2020-2021) to 85% (2025-2026)</li> <li>• Writing from 64% (2020-2021) to 80% (2025-2026)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Investigate, document, and implement an agreed Instructional model for writing
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed processes for the analysis and moderation of student writing assessment
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches in literacy

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed opportunities for peer and self-assessment in literacy learning across the school
<b>Goal 3</b>	Improve numeracy outcomes for all students
<b>Target 3.1</b>	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN: <ul style="list-style-type: none"> <li>Numeracy from 67% (2019-2021) to 80% (2024-2026) (calculated on a three-year rolling average)</li> </ul>
<b>Target 3.2</b>	By 2026, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>Year 3 Numeracy from 25% (2021-2022) to at or above 40% (2024-2026)</li> <li>Year 5 Numeracy from 13% (2021-2022) to at or above 30% (2024-2026)</li> </ul>
<b>Target 3.3</b>	By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum: <ul style="list-style-type: none"> <li>Number &amp; Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 80% (2025-2026)</li> </ul>

<b>Target 3.4</b>	<p>By 2026, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:</p> <ul style="list-style-type: none"> <li>• Motivation &amp; Interest from 82% (2021) to at or above 90%</li> <li>• Stimulated Learning from 74% (2021) to at or above 90%</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and update whole school collaborative approaches to curriculum planning and instructional approaches in numeracy</p>
<p><b>Key Improvement Strategy 3.b</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Utilise PLC inquiry processes to investigate, record and track numeracy data in order to prioritise actions in classrooms</p>
<p><b>Key Improvement Strategy 3.c</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Review and update opportunities for peer and self-assessment in mathematics learning across the school</p>
<b>Goal 4</b>	<p>Improve student sense of wellbeing</p>



<b>Target 4.1</b>	<p>By 2026, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors:</p> <ul style="list-style-type: none"> <li>• Perseverance from 82% in 2021 to at or above 90% in 2026</li> <li>• Sense of Confidence from 76% in 2021 to at or above 90% in 2026</li> </ul>
<b>Target 4.2</b>	<p>By 2026, increase the percent positive responses score for AToSS Social engagement in the factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 79% in 2021 to at or above 90% in 2026</li> <li>• Student Voice &amp; Agency from 79% in 2021 to at or above 85% in 2026</li> </ul>
<b>Target 4.3</b>	<p>By 2026, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:</p> <ul style="list-style-type: none"> <li>• Confidence &amp; Resiliency Skills from 86% in 2022 to at or above 90% in 2026</li> <li>• School Connectedness from 88% in 2022 to at or above 93% in 2026</li> </ul>
<b>Target 4.4</b>	<p>By 2026, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor:</p> <ul style="list-style-type: none"> <li>• Emotional Awareness &amp; Regulation from 79% in 2021 to at or above 85% in 2026</li> </ul>
<b>Key Improvement Strategy 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and update opportunities for student choice, voice, and agency across curriculum areas and learning tasks

<p><b>Key Improvement Strategy 4.b</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</p>	<p>Review and update the whole-school approach to practices and monitoring of inclusion, wellbeing and engagement</p>
<p><b>Key Improvement Strategy 4.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Review and update approaches to strengthening partnerships within the parent/carer and wider community to effectively support the learning and development of their child/ren.</p>
<p><b>Key Improvement Strategy 4.d</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</p>	<p>Renew and embed the school vision and values in the everyday activities of the school</p>

## 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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average):            Reading from 86% (2019-2021) to 87% (2021-2023)            Writing from 43% (2019-2021) to 51% (2021-2023)            By 2023, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average):            Year 3 Reading from 36% (2021-2022) to 37% (2021-2023)            Year 5 Reading from 38% (2021-2022) to 41% (2021-2023)            By 2023, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average):            Year 3 Writing from 43% (2021-2022) to 47% (2021-2023)            Year 5 Writing from 13% (2021-2022) to 17% (2021-2023)            By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for:            Reading &amp; Viewing from 71% (2020-2021) to 75% (2021-2023)            Writing from 64% (2020-2021) to 68% (2021-2023)            By 2023, increase the percentage of Year 5 students assessed as meeting and above</p>

			<p>benchmark growth in NAPLAN:Numeracy from 67% (2019-2021) to 71% (2021-2023) (calculated on a three-year rolling average)By 2023, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average):Year 3 Numeracy from 25% (2021-2022) to at or above 31% (2021-2023)Year 5 Numeracy from 13% (2021-2022) to at or above 17% (2021-2023)By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum: Number &amp; Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 67% (2021-2023)By 2023, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:Motivation &amp; Interest from 82% (2021) to at or above 84% Stimulated Learning from 74% (2021) to at or above 78% By 2023, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors:Perseverance from 82% in 2021 to at or above 84% in 2023Sense of Confidence from 76% in 2021 to at or above 80% in 2023By 2023, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:Confidence &amp; Resiliency Skills from 86% in 2022 to at or above 87% in 2023School Connectedness from 88% in 2022 to at or above 90% in 2023By 2023, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor: Emotional Awareness &amp;</p>
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			Regulation from 79% in 2021 to at or above 81% in 2023
Improve literacy outcomes for all students	No	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>• Reading from 86% (2019-2021) to 90% (2024-2026)</li> <li>• Writing from 43% (2019-2021) to 75% (2024-2026)</li> </ul>	
		By 2026, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>• Year 3 Reading from 36% (2021-2022) to 40% (2024-2026)</li> <li>• Year 5 Reading from 38% (2021-2022) to 50% (2004-2026)</li> </ul>	
		By 2026, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average): <ul style="list-style-type: none"> <li>• Year 3 Writing from 43% (2021-2022) to 60% (2024-2026)</li> <li>• Year 5 Writing from 13% (2021-2022) to 30% (2024-2026)</li> </ul>	
		By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for: <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 71% (2020-2021) to 85% (2025-2026)</li> <li>• Writing from 64% (2020-2021) to 80% (2025-2026)</li> </ul>	

Improve numeracy outcomes for all students	No	<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>Numeracy from 67% (2019-2021) to 80% (2024-2026) (calculated on a three-year rolling average)</li> </ul>	
		<p>By 2026, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average):</p> <ul style="list-style-type: none"> <li>Year 3 Numeracy from 25% (2021-2022) to at or above 40% (2024-2026)</li> <li>Year 5 Numeracy from 13% (2021-2022) to at or above 30% (2004-2026)</li> </ul>	
		<p>By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>Number &amp; Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 80% (2025-2026)</li> </ul>	
		<p>By 2026, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:</p> <ul style="list-style-type: none"> <li>Motivation &amp; Interest from 82% (2021) to at or above 90%</li> <li>Stimulated Learning from 74% (2021) to at or above 90%</li> </ul>	
Improve student sense of wellbeing	No	<p>By 2026, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors:</p>	

		<ul style="list-style-type: none"> <li>• Perseverance from 82% in 2021 to at or above 90% in 2026</li> <li>• Sense of Confidence from 76% in 2021 to at or above 90% in 2026</li> </ul>	
		<p>By 2026, increase the percent positive responses score for AToSS Social engagement in the factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 79% in 2021 to at or above 90% in 2026</li> <li>• Student Voice &amp; Agency from 79% in 2021 to at or above 85% in 2026</li> </ul>	
		<p>By 2026, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:</p> <ul style="list-style-type: none"> <li>• Confidence &amp; Resiliency Skills from 86% in 2022 to at or above 90% in 2026</li> <li>• School Connectedness from 88% in 2022 to at or above 93% in 2026</li> </ul>	
		<p>By 2026, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor:</p> <ul style="list-style-type: none"> <li>• Emotional Awareness &amp; Regulation from 79% in 2021 to at or above 85% in 2026</li> </ul>	

<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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**12 Month Target 1.1**

By 2023, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average):

Reading from 86% (2019-2021) to 87% (2021-2023)

Writing from 43% (2019-2021) to 51% (2021-2023)

By 2023, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average):

Year 3 Reading from 36% (2021-2022) to 37% (2021-2023)

Year 5 Reading from 38% (2021-2022) to 41% (2021-2023)

By 2023, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average):

Year 3 Writing from 43% (2021-2022) to 47% (2021-2023)

Year 5 Writing from 13% (2021-2022) to 17% (2021-2023)

By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for:

Reading & Viewing from 71% (2020-2021) to 75% (2021-2023)

Writing from 64% (2020-2021) to 68% (2021-2023)

By 2023, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:

Numeracy from 67% (2019-2021) to 71% (2021-2023) (calculated on a three-year rolling average)

By 2023, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average):

Year 3 Numeracy from 25% (2021-2022) to at or above 31% (2021-2023)

Year 5 Numeracy from 13% (2021-2022) to at or above 17% (2021-2023)

By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum:



	<p>Number &amp; Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 67% (2021-2023)</p> <p>By 2023, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:</p> <p>Motivation &amp; Interest from 82% (2021) to at or above 84%  Stimulated Learning from 74% (2021) to at or above 78%</p> <p>By 2023, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors:</p> <p>Perseverance from 82% in 2021 to at or above 84% in 2023  Sense of Confidence from 76% in 2021 to at or above 80% in 2023</p> <p>By 2023, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:</p> <p>Confidence &amp; Resiliency Skills from 86% in 2022 to at or above 87% in 2023  School Connectedness from 88% in 2022 to at or above 90% in 2023</p> <p>By 2023, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor:</p> <p>Emotional Awareness &amp; Regulation from 79% in 2021 to at or above 81% 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 Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable Yes

Explain why the school has selected this KIS as a focus for this year. Please 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.

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<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>
<p><b>12 Month Target 1.1</b></p>	<p>By 2023, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average):</p> <p>Reading from 86% (2019-2021) to 87% (2021-2023)            Writing from 43% (2019-2021) to 51% (2021-2023)</p> <p>By 2023, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average):</p> <p>Year 3 Reading from 36% (2021-2022) to 37% (2021-2023)            Year 5 Reading from 38% (2021-2022) to 41% (2021-2023)</p> <p>By 2023, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average):</p> <p>Year 3 Writing from 43% (2021-2022) to 47% (2021-2023)            Year 5 Writing from 13% (2021-2022) to 17% (2021-2023)</p> <p>By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for:</p> <p>Reading &amp; Viewing from 71% (2020-2021) to 75% (2021-2023)            Writing from 64% (2020-2021) to 68% (2021-2023)</p> <p>By 2023, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <p>Numeracy from 67% (2019-2021) to 71% (2021-2023) (calculated on a three-year rolling average)</p> <p>By 2023, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average):</p>

	<p>Year 3 Numeracy from 25% (2021-2022) to at or above 31% (2021-2023)  Year 5 Numeracy from 13% (2021-2022) to at or above 17% (2021-2023)</p> <p>By Semester 2 2023, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum:</p> <p>Number &amp; Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 67% (2021-2023)</p> <p>By 2023, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:</p> <p>Motivation &amp; Interest from 82% (2021) to at or above 84%  Stimulated Learning from 74% (2021) to at or above 78%</p> <p>By 2023, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors:</p> <p>Perseverance from 82% in 2021 to at or above 84% in 2023  Sense of Confidence from 76% in 2021 to at or above 80% in 2023</p> <p>By 2023, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:</p> <p>Confidence &amp; Resiliency Skills from 86% in 2022 to at or above 87% in 2023  School Connectedness from 88% in 2022 to at or above 90% in 2023</p> <p>By 2023, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor:</p> <p>Emotional Awareness &amp; Regulation from 79% in 2021 to at or above 81% in 2023</p>
<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>	To utilise the PLC process to build staff capacity to focus on specific student data to identify key misunderstandings in each learning area, with a focus on numeracy.
<b>Outcomes</b>	<p>Students will-</p> <p>Have an understanding of their learning needs in numeracy and be able to articulate those needs</p> <p>Be able to access appropriate activities for their needs</p>

	<p>Staff will-</p> <p>Provide explicit teaching for students based on their assessment data</p> <p>Facilitate independent learning at student's area of need</p> <p>Leadership will-</p> <p>Have a high standard of data collection and analysis, that is shared effectively with staff and students</p>			
<b>Success Indicators</b>	<p>Early indicators</p> <p>Pre and post test Essential Assessment data and ongoing NFA data to measure success</p> <p>Collect artefacts such as meeting notes from PLC meetings, observation notes and student reflections to demonstrate ongoing assessment.</p> <p>Late indicators</p> <p>Victoria Curriculum teacher judgements</p> <p>Percentage of students in top two NAPLAN bands</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Attend Leading Numeracy Improvement PD as leadership team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<p>\$6,060.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
PLC Focus on Numeracy that supports staff to identify and meet students individual Numeracy Learning needs.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,825.00

		<input checked="" type="checkbox"/> Teacher(s)		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
Utilising Essential Assessment's new reflection tools to ascertain students progress and provide extra data to teaching staff.		<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,468.00  <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 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>	To strengthen the whole school approach towards social and emotional learning				
<b>Outcomes</b>	Students will- Participate in Smiling mind program focusing on the use of mindfulness to support their wellbeing				

	<p>Develop a broad vocabulary for describing and discussing values and strengths</p> <p>Teachers will- Attend professional development for the Smiling Mind and Berry Street Education Model programs. Plan for and implement social and emotional learning within their curriculum areas</p> <p>Leadership will- Facilitate the assessment of wellbeing with exploration of consistent and ongoing tools.</p>			
<b>Success Indicators</b>	<p>Early indicators Begin to implement an ongoing wellbeing assessment to supplement ATOSS data from the Smiling Minds program. Teachers to utilise pre and post assessment surveys specifically for student wellbeing such as BSEM Ready to Learn Scales. Collect observational notes on how staff are embedding social and emotional learning</p> <p>Late indicators The Personal and Social Capability from Victorian Curriculum AtoSS factors: Emotional awareness and regulation, resilience and sense of connectedness</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Teaching staff to attend BSEM	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,720.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Implementation of Smiling Minds Program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,900.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit Additional Staff to support Student Wellbeing	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,605.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide students with access to additional mental health and wellbeing professionals	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,100.00  <input type="checkbox"/> Equity funding will be used



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in Network Wellbeing Community of Practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,901.28	\$11,973.00	-\$71.72
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,705.00	-\$57.62
<b>Total</b>	<b>\$42,548.66</b>	<b>\$42,678.00</b>	<b>-\$129.34</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Attend Leading Numeracy Improvement PD as leadership team.	\$6,060.00
PLC Focus on Numeracy that supports staff to identify and meet students individual Numeracy Learning needs.	\$2,825.00
Utilising Essential Assessment's new reflection tools to ascertain students progress and provide extra data to teaching staff.	\$1,468.00
Teaching staff to attend BSEM	\$2,720.00
Implementation of Smiling Minds Program	\$4,900.00
Recruit Additional Staff to support Student Wellbeing	\$22,605.00
Provide students with access to additional mental health and wellbeing professionals	\$2,100.00
<b>Totals</b>	<b>\$42,678.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Attend Leading Numeracy Improvement PD as leadership team.	from: Term 1 to: Term 3	\$6,060.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
PLC Focus on Numeracy that supports staff to identify and meet students individual Numeracy Learning needs.	from: Term 2 to: Term 4	\$2,825.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Utilising Essential Assessment's new reflection tools to ascertain students progress and provide extra data to teaching staff.	from: Term 1 to: Term 4	\$1,468.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Teaching staff to attend BSEM	from: Term 1 to: Term 1	\$1,620.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$11,973.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Teaching staff to attend BSEM	from: Term 1 to: Term 1	\$1,100.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
Implementation of Smiling Minds Program	from: Term 1 to: Term 4	\$4,900.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
Recruit Additional Staff to support Student Wellbeing	from: Term 1 to: Term 4	\$22,605.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> </ul>
Provide students with access to additional mental health and wellbeing professionals	from: Term 1 to: Term 4	\$2,100.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Speech pathologist</li> </ul>
<b>Totals</b>		\$30,705.00	

## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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<b>Totals</b>	\$0.00
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### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC Focus on Numeracy that supports staff to identify and meet students individual Numeracy Learning needs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Teaching staff to attend BSEM	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Berry Street Facilitators	<input checked="" type="checkbox"/> On-site
Recruit Additional Staff to support Student Wellbeing	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site