

# 2023 Annual Implementation Plan

## for improving student outcomes

Brunswick South Primary School (2743)



Submitted for review by Trevor Strolla (School Principal) on 09 February, 2023 at 02:18 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 17 March, 2023 at 08:52 AM  
Endorsed by Madeleine Aikenhead (School Council President) on 19 March, 2023 at 12:52 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.	Excelling
	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>	In 2022, a Teaching & Learning highlight has been the introduction of the three-week planning cycles. This has allowed staff to collectively work on and strengthen different elements of their teaching practice (building data literacy, understanding of formative assessment, data driven planning and understanding of the curriculum/learning progressions). As a school there are several elements of FISO 2.0 which have been classified as embedding. Evidence indicates that this is having a positive impact on many aspects of teaching and learning, strongly supported by NAPLAN achievement, summative assessment and Staff Opinion Survey data.
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	<p>The school has more work to do in the outcomes and experiences positively impacting EVERY child. Structures and supports are there to catch every child and the goal is that this can progress even further.</p> <p>The school has worked collectively to build a positive school climate over the period of the current SSP. This included the introduction of School Wide Positive Behaviour Framework, further embedding the school's values and building consistency in expectations for behaviour across the school. As this work progressed, the explicit teaching of SEL aligned with the school's accreditation as a Respectful Relationships lead school. Student voice was central to this process and the school encouraged the formation of Student Action Teams to lead elements of this work. A Health &amp; Wellbeing specialist will be added to the school's curriculum offering for 2023, after a period of consultation with staff, students and School Council.</p> <p>The school has further strengthened relationships with other bilingual schools through involvement in the Bilingual Schools Network and has established a working relationship with the Italian community through Co.As.It, Univeristy of Melbourne, The Italian Embassy and The Consul General.</p>
<b>Considerations for 2023</b>	<p>The Student Attitudes to School data took a slight downturn in 2022 from 2021. The impact of Remote Learning seemed to surface, after two years of a pandemic. The focus for 2023 is to rebuild some of this work and identify specific needs of each cohort moving forward.</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>	Optimise student learning growth in literacy and numeracy and build the capability of students to be active learners.
<b>Target 2.1</b>	<b>NAPLAN Benchmark growth</b>  By 2025 increase the percentage of students achieving above benchmark growth in: <ul style="list-style-type: none"> <li>• writing from 38% (2021) to 41%</li> <li>• numeracy from 15% (2021) to 26%.</li> </ul> By 2025 decrease the percentage of Year 5 students who achieve below benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 18% (2021) to 12%.</li> </ul> <b>NAPLAN Top two bands</b>  By 2025 increase the percentage of Year 3 students achieving in the top two bands in:

	<ul style="list-style-type: none"> <li>• reading from 69% (2021) to 77%.</li> </ul> <p>By 2025 increase the percentage of Year 5 students achieving in the top two bands in:</p> <ul style="list-style-type: none"> <li>• reading from 57% (2021) to 63%</li> <li>• writing from 23% (2021) to 30%</li> <li>• numeracy from 36% (2021) to 45%.</li> </ul>
<b>Target 2.2</b>	<p>By 2025 semester two, the correlation between teacher judgements and NAPLAN bands in Year 3 reading &amp; writing in the matched Panorama report to be within 10%.</p>
<b>Target 2.3</b>	<p><b>Attitudes to School Survey</b></p> <p>Improve the following Attitudes to School Survey factors from the parent factors of effective teaching practice for cognitive engagement, teacher-student relations and learner characteristics and dispositions.</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 78% (2021) to 84%</li> <li>• Motivation and interest from 76% (2021) to 82%</li> <li>• Stimulated learning from 75% (2021) to 81%</li> <li>• Effort from 75% (2021) to 80%</li> <li>• Teacher concern from 71% (2021) to 78%</li> <li>• Sense of confidence from 80% (2021) to 86%.</li> </ul>

<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build teacher capability to use assessment evidence to inform differentiated and student centred teaching and learning.</p>
<p><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</p>	<p>Build teacher capacity through targeted professional learning to provide quality instruction to improve learning growth.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.</p>
<p><b>Goal 3</b></p>	<p>Empower learners to be actively engaged and connected to their learning.</p>
<p><b>Target 3.1</b></p>	<p><b>Attitudes to School Survey</b></p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 60% (2021) to 68%</li> <li>• Motivation and interest from 76% (2021) to 82%</li> <li>• Sense of connectedness from 79% (2021) to 85%.</li> </ul>
<p><b>Target 3.2</b></p>	<p><b>School Staff Survey (SSS) Modules</b></p>

	<p>Teaching and Learning Evaluation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 57% (2021) to 75%.</li> </ul> <p>Teaching and Learning Implementation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 73% (2021) to 82%.</li> </ul> <p>Teaching and Learning Planning - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Understand curriculum from 67% (2021) to 79%.</li> </ul>
<p><b>Target 3.3</b></p>	<p><b>Parent Opinion Survey (POS)</b></p> <p>By 2025 Increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 73% (2021) to 78%</li> <li>• Student motivation and support from 58% (2021) to 71%</li> <li>• Stimulating learning environment 69% (2021) to 75%</li> <li>• Effective teaching from 62% (2021) to 74%.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	<p>Develop and implement common language, understanding and practices for student voice and agency.</p>



strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to identify, track and measure their own learning goals and growth.
<b>Goal 4</b>	Strengthen the capabilities of students to thrive, contribute and respond positively to challenges and opportunities.
<b>Target 4.1</b>	<b>Attitudes to School Survey</b>  By 2025 increase the percentages of positive student responses to the following factors: <ul style="list-style-type: none"> <li>• Perseverance from 72% (2021) to 79%</li> <li>• Sense of confidence from 80% (2021) to 85%</li> <li>• Sense of inclusion from 85% (2021) to 90%</li> <li>• Respect for diversity from 80% (2021) to 86%.</li> </ul>
<b>Target 4.2</b>	<b>Parent Opinion Survey</b>  By 2025 Increase the percentages of positive parent responses to the following factors: <ul style="list-style-type: none"> <li>• School connectedness from 83% (2020) to 88%</li> <li>• General Satisfaction from 65% (2020) to 75%.</li> </ul>

<p><b>Target 4.3</b></p>	<p><b>School Staff Survey (SSS) Modules</b></p> <p>School Climate - by 2025 increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 78% (2021) to 85%</li> </ul> <p>Teaching and Learning – Implementation Module- By 2025 increase the percentages of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Understand formative assessment from 76% (2021) to 82%</li> <li>• Promote student ownership of learning from 71% (2021) to 80%.</li> </ul>
<p><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</p>	<p>Effectively implement and integrate the Capabilities from the Victorian Curriculum across all areas to address the social, emotional and academic learning needs of all students.</p>
<p><b>Key Improvement Strategy 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement strategies to build connection between home, school and community.</p>
<p><b>Key Improvement Strategy 4.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed learning experiences that build student resilience to take risks and persevere in all curriculum areas.</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>	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>By end of 2023 increase the percentage of students achieving above benchmark growth in numeracy from 15% (2021) to 19% By the end of 2023 increase the percentage of Year 5 students achieving in the top two bands in numeracy from 36% (2021) to 39% To maintain 63% of the students in the (Year 3) Top 2 Bands for NAPLAN Writing in 2023 (Year 5) (19 students) Student Wellbeing By the end of 2023, increase the percentages of positive student responses to the following factors:- Perseverance from 63% (2022) to 70% (was 72% in 2021)- Sense of confidence from 73% in 2022 to 80% in 2023 (was 80% in 2021)</p>
<p>Optimise student learning growth in literacy and numeracy and build the capability of students to be active learners.</p>	No	<p><b>NAPLAN Benchmark growth</b> By 2025 increase the percentage of students achieving above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• writing from 38% (2021) to 41%</li> <li>• numeracy from 15% (2021) to 26%.</li> </ul> <p>By 2025 decrease the percentage of Year 5 students who achieve below benchmark growth in:</p> <ul style="list-style-type: none"> <li>• reading from 18% (2021) to 12%.</li> </ul> <p><b>NAPLAN Top two bands</b> By 2025 increase the percentage of Year 3 students achieving in the top two bands in:</p>	

		<ul style="list-style-type: none"> <li>• reading from 69% (2021) to 77%.</li> </ul> <p>By 2025 increase the percentage of Year 5 students achieving in the top two bands in:</p> <ul style="list-style-type: none"> <li>• reading from 57% (2021) to 63%</li> <li>• writing from 23% (2021) to 30%</li> <li>• numeracy from 36% (2021) to 45%.</li> </ul>	
		<p>By 2025 semester two, the correlation between teacher judgements and NAPLAN bands in Year 3 reading &amp; writing in the matched Panorama report to be within 10%.</p>	
		<p><b>Attitudes to School Survey</b>          Improve the following Attitudes to School Survey factors from the parent factors of effective teaching practice for cognitive engagement, teacher-student relations and learner characteristics and dispositions.          By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 78% (2021) to 84%</li> <li>• Motivation and interest from 76% (2021) to 82%</li> <li>• Stimulated learning from 75% (2021) to 81%</li> <li>• Effort from 75% (2021) to 80%</li> <li>• Teacher concern from 71% (2021) to 78%</li> <li>• Sense of confidence from 80% (2021) to 86%.</li> </ul>	
Empower learners to be actively engaged and connected to their learning.	Yes	<p><b>Attitudes to School Survey</b>          By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 60% (2021) to 68%</li> <li>• Motivation and interest from 76% (2021) to 82%</li> <li>• Sense of connectedness from 79% (2021) to 85%.</li> </ul>	<p>By 2023, increase the percentages of positive student responses for student voice and agency from 56% in 2022 to 62% in 2023. (was 60% in 2021)</p>
		<p><b>School Staff Survey (SSS) Modules</b></p>	<p>Increase the percentage of positive staff responses to using student feedback to</p>

		<p>Teaching and Learning Evaluation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 57% (2021) to 75%.</li> </ul> <p>Teaching and Learning Implementation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 73% (2021) to 82%.</li> </ul> <p>Teaching and Learning Planning - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Understand curriculum from 67% (2021) to 79%.</li> </ul>	<p>improve practice from 55% in 2022 to 60% in 2023 (was 57% in 2021)</p>
		<p><b>Parent Opinion Survey (POS)</b> By 2025 Increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 73% (2021) to 78%</li> <li>• Student motivation and support from 58% (2021) to 71%</li> <li>• Stimulating learning environment 69% (2021) to 75%</li> <li>• Effective teaching from 62% (2021) to 74%.</li> </ul>	<p>Increase the percentages of positive parent responses to student agency and voice from 73% (2021) to 75% in 2023</p>
<p>Strengthen the capabilities of students to thrive, contribute and respond positively to challenges and opportunities.</p>	<p>No</p>	<p><b>Attitudes to School Survey</b> By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Perseverance from 72% (2021) to 79%</li> <li>• Sense of confidence from 80% (2021) to 85%</li> <li>• Sense of inclusion from 85% (2021) to 90%</li> <li>• Respect for diversity from 80% (2021) to 86%.</li> </ul>	
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		<p><b>School Staff Survey (SSS) Modules</b></p> <p>School Climate - by 2025 increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 78% (2021) to 85%</li> </ul> <p>Teaching and Learning – Implementation Module- By 2025 increase the percentages of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Understand formative assessment from 76% (2021) to 82%</li> <li>• Promote student ownership of learning from 71% (2021) to 80%.</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>	
<b>12 Month Target 1.1</b>	<p>By end of 2023 increase the percentage of students achieving above benchmark growth in numeracy from 15% (2021) to 19%</p> <p>By the end of 2023 increase the percentage of Year 5 students achieving in the top two bands in numeracy from 36% (2021) to 39%</p> <p>To maintain 63% of the students in the (Year 3) Top 2 Bands for NAPLAN Writing in 2023 (Year 5) (19 students)</p> <p>Student Wellbeing</p> <p>By the end of 2023, increase the percentages of positive student responses to the following factors:  - Perseverance from 63% (2022) to 70% (was 72% in 2021)  - Sense of confidence from 73% in 2022 to 80% in 2023 (was 80% in 2021)</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.	
<b>Goal 3</b>	<b>Empower learners to be actively engaged and connected to their learning.</b>	
<b>12 Month Target 3.1</b>	By 2023, increase the percentages of positive student responses for student voice and agency from 56% in 2022 to 62% in 2023. (was 60% in 2021)	
<b>12 Month Target 3.2</b>	Increase the percentage of positive staff responses to using student feedback to improve practice from 55% in 2022 to 60% in 2023 (was 57% in 2021)	
<b>12 Month Target 3.3</b>	Increase the percentages of positive parent responses to student agency and voice from 73% (2021) to 75% in 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement common language, understanding and practices for student voice and agency.	Yes
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to identify, track and measure their own learning goals and growth.	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.

This KIS has been selected as part of our four-year SSP goal to empower students to be actively engaged with their learning and connected to school.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<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>
<b>12 Month Target 1.1</b>	<p>By end of 2023 increase the percentage of students achieving above benchmark growth in numeracy from 15% (2021) to 19%</p> <p>By the end of 2023 increase the percentage of Year 5 students achieving in the top two bands in numeracy from 36% (2021) to 39%</p> <p>To maintain 63% of the students in the (Year 3) Top 2 Bands for NAPLAN Writing in 2023 (Year 5) (19 students)</p> <p>Student Wellbeing</p> <p>By the end of 2023, increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>- Perseverance from 63% (2022) to 70% (was 72% in 2021)</li> <li>- Sense of confidence from 73% in 2022 to 80% in 2023 (was 80% in 2021)</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>	- Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet student's individual learning needs.
<b>Outcomes</b>	<p>Learning</p> <ul style="list-style-type: none"> <li>- Students in need of targeted Numeracy academic support or intervention will be identified and supported</li> <li>- Students will display an increased use of Numeracy-specific vocabulary</li> <li>- Teachers will identify student's learning needs in Numeracy, based on formative assessment data</li> <li>- Teachers will plan for differentiation, based on student learning Numeracy data</li> <li>- Teachers (including TLI staff) will provide targeted academic support to students identified through formative assessment data</li> <li>- Leaders will support teaching staff to build assessment and differentiated practices through clear processes and professional learning</li> <li>- Leaders will support teaching staff to plan Numeracy in alignment with the Inquiry Cycle</li> </ul>
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Curriculum documentation will show plans for differentiation in Numeracy</li> </ul>

	<ul style="list-style-type: none"> <li>- Formative and summative assessments in Numeracy will show learning growth</li> <li>- Planning cycle documentation will inform future planning</li> <li>- Student IEPs will describe adjustments to meet individual needs</li> <li>- The school's Reconciliation Action Plan will be updated</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum Teacher Judgements will show increased learning growth in Number &amp; Algebra</li> <li>- The percentage of students in the Top 2 NAPLAN bands for Numeracy will increase</li> <li>- Staff survey factors (Collective Efficacy &amp; Instructional Leadership)</li> <li>- Attitudes to School factors (Stimulated Learning)</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a Professional Learning Plan that supports staff to meet student's individual Numeracy learning needs and staff understanding of the proficiencies.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,276.00  <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
Organise Learning Walks to observe staff practice and collect data on student experiences of differentiation in Numeracy.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00  <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
Prioritise efforts and resources to continue developing the BSPS Planning Cycle using Curriculum PLCs, specifically to build capacity with mathematics curriculum, proficiencies and teaching strategies.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<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>	- Strengthen the whole school approach towards Social and Emotional Learning.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will report improved emotional awareness and resilience</li> <li>- Students will be able to explain what positive mental health means and where they can seek support at school</li> <li>- Teachers will plan for and implement Social and Emotional Learning within their curriculum areas</li> <li>- Teachers will be able to recognise, respond to and refer student mental health and wellbeing needs</li> <li>- Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li> <li>- Wellbeing Team will directly support students mental health and/or provide referrals</li> </ul>			

<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Delivery of Health and Wellbeing as a specialist subject within the school</li> <li>- Development of a Health and Wellbeing PLC</li> <li>- Curriculum documentation will show plans for Social and Emotional Learning</li> <li>- Observations by leaders will show how staff are embedding Social and Emotional Learning</li> <li>- Student support resources around the school will show how students can seek supports</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum: Personal and Social Capability.</li> <li>- Staff Opinion Survey: Student feedback to improve practice</li> <li>- Attitudes to School Survey: Sense of Connectedness and Resilience</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>
Recruit Mental Health and Wellbeing Leader to support teachers to implement Tier 1 and Tier 2 strategies across the school.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$46,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes that show how regular student wellbeing data will be collected and managed	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a Scope and Sequence for the teaching of Personal and Social Capabilities.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Audit current curriculum documents to identify gaps and overlaps in the teaching of Health & Personal and Social Capabilities	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input 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
<b>Goal 3</b>	Empower learners to be actively engaged and connected to their learning.			
<b>12 Month Target 3.1</b>	By 2023, increase the percentages of positive student responses for student voice and agency from 56% in 2022 to 62% in 2023. (was 60% in 2021)			
<b>12 Month Target 3.2</b>	Increase the percentage of positive staff responses to using student feedback to improve practice from 55% in 2022 to 60% in 2023 (was 57% in 2021)			
<b>12 Month Target 3.3</b>	Increase the percentages of positive parent responses to student agency and voice from 73% (2021) to 75% in 2023			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement common language, understanding and practices for student voice and agency.			
<b>Actions</b>	- Strengthen the whole school approach towards Student Voice and Agency			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will know what the next steps are to progress their learning in Numeracy</li> <li>- Teachers will co-construct learning goals, based on Learning Cycle data.</li> <li>- Students will report improved emotional awareness and resilience</li> <li>- Students will be able to explain what how they have input into their learning and their experience at school</li> <li>- Leaders will support staff to define student voice and agency</li> <li>- Leaders will support staff build shared vocabulary and understanding of what student voice and agency looks like</li> <li>- Leaders will model positive examples of student agency</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Increased use of rubrics as a method of self and peer assessment</li> <li>- Curriculum documentation will show specific opportunities to build student voice</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- Students providing formal feedback to teachers to further develop teacher practice</li> </ul>			

	- Attitudes to School factors (Student Voice and Agency and Stimulated Learning) - Increased opportunities for students to be actively part of the whole school learning experience (e.g. attending planning, accompanying staff on Learning Walks, recruitment)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Construct a formal process for the coordination of Attitudes to School Survey implementation across the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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
Document Student Learning Goals as part of the BSPS Planning Cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input 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



<p>Highlight the explicit connection to student voice and agency during PLC meetings, team planning, professional learning and as part of wellbeing practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
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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	\$7,776.20	\$1,500.00	\$6,276.20
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>\$7,776.20</b>	<b>\$1,500.00</b>	<b>\$6,276.20</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a Professional Learning Plan that supports staff to meet student's individual Numeracy learning needs and staff understanding of the proficiencies.	\$6,276.00
Organise Learning Walks to observe staff practice and collect data on student experiences of differentiation in Numeracy.	\$1,500.00
<b>Totals</b>	<b>\$7,776.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a Professional Learning Plan that supports staff to meet	from: Term 1		

student's individual Numeracy learning needs and staff understanding of the proficiencies.	to: Term 1		
Organise Learning Walks to observe staff practice and collect data on student experiences of differentiation in Numeracy.	from: Term 2 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$1,500.00	

### 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
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### 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
Organise Learning Walks to observe staff practice and collect data on student experiences of differentiation in Numeracy.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Prioritise efforts and resources to continue developing the BPS Planning Cycle using Curriculum PLCs, specifically to build capacity with mathematics curriculum, proficiencies and teaching strategies.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Recruit Mental Health and Wellbeing Leader to support teachers to implement Tier 1 and Tier 2 strategies across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources MHiPS program support	<input checked="" type="checkbox"/> On-site