

# 2023 Annual Implementation Plan

## for improving student outcomes

Newmerella Primary School (2930)



Submitted for review by Matthew Barlee (School Principal) on 08 December, 2022 at 05:22 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 18 December, 2022 at 07:18 PM  
Awaiting endorsement by School Council President

## 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	Evolving
	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.	Evolving
	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	Evolving
	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>	During the review process we found that school was inconsistent in a number of areas. As with many schools the time and emotional currency of the school was spent on wellbeing and ensuring that students had the ability to attend the school and remain at school. In 2023 the school will benefit from pivoting to return to the key focus areas of teaching and learning and maintaining the supports in place for wellbeing.
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<b>Considerations for 2023</b>	2023 is a time of considerable change for the school. NPS will have a new business manager and a new Principal to begin the 2023 year. As of 7/12/2023 there is still no substantive Principal and it is becoming more likely that an acting Principal will be in place for the start of the school year.
<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>	Maximise the learning growth of every student
<b>Target 2.1</b>	By 2026, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in: <ul style="list-style-type: none"> <li>• Reading from 63% (2021) to 73% (2026) with 40% achieving high benchmark growth (2026)</li> <li>• Writing from 41% (2021) to 65% (2026) with 20% achieving high benchmark growth (2026)</li> <li>• Numeracy from 80% (2021) to 82% (2026) with 52% achieving high benchmark growth (2026)</li> </ul>
<b>Target 2.2</b>	By 2026, increase the percentage of students achieving at and above expected levels in Victorian Curriculum levels in: <ul style="list-style-type: none"> <li>• Reading and viewing from 72% (2021) to 82% (2026) with 34% achieving above expected level</li> <li>• Writing from 61% (2021) to 74% (2026) with 20% achieving above expected level</li> <li>• Number and algebra from 71% (2021) to 80% (2026) with 35% achieving above expected level</li> </ul>

<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in School Staff Survey in factors:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 73% (2021) to 75% (2026)</li> <li>• Academic emphasis from 73% (2021) to 77% (2026)</li> <li>• Teaching and Learning module factor -Professional learning to improve practice from 75% (2021) to 79% (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	Develop and implement a consistent whole school approach to high quality instructional practice
<b>Key Improvement Strategy 2.a</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	Embed a culture of learning and collaboration
<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	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs and evaluate impact on learning
<b>Goal 3</b>	Improve student engagement and wellbeing

<b>Target 3.1</b>	<p>By 2026, increase the percentage positive endorsement in Attitudes to School Survey for factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 74% (2021) to 80% (2026)</li> <li>• Emotional awareness and regulation from 68% (2021) to 74% (2026)</li> <li>• Attitude to attendance from 81% (2021) to 84% (2026)</li> <li>• Effort from 77% (2021) to 80% (2026)</li> </ul>
<b>Target 3.2</b>	<p>By 2026, increase the percentage positive endorsement in Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and success from 70% (2021) to 75% (2026)</li> <li>• Teacher communication from 70% (2021) to 75% (2026)</li> <li>• Effective teaching from 80% (2021) to 82% (2026)</li> </ul>
<b>Target 3.3</b>	<p>Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 20% (2026)</p>
<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Engage students in learning through enhancing their self-efficacy and self-esteem as learners</p>
<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	<p>Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes</p>

**Key Improvement Strategy 3.c**

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Embed a multi-tiered systems of support that enhance student wellbeing, engagement and inclusion



## 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>Student achievement By 2023, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in:            • Reading from 63% (2021) to 65% (2023) with 40% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.            • Writing from 41% (2021) to 50% (2023) with 20% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.            • Numeracy from 80% (2021) to 82% (2023) with 40% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.            By 2023, increase the percentage of students achieving at and above expected levels in Victorian Curriculum levels in:            • Reading and viewing from 72% (2022) to 75% (2023) with 30% achieving above expected level            • Writing from 61% (2022) to 68% (2022) with 20% achieving above expected level            • Number and algebra from 72% (2022) to 75% (2023) with 30% achieving above expected level            Wellbeing            Increase the percentage positive endorsement on ATOSS            • Sense of confidence from 92% (2022) to 93% (2023)            • Motivation and interest from 71% (2022) to</p>

			<p>75% (2023)• Attitude to attendance from 78% (2022) to 83% (2023)• Effort from 75% (2022) to 80% (2023)Increase the percentage positive endorsement in Parent Opinion Survey factors:• Student motivation and success from 88% (2022) to 92% (2023)• Teacher communication from 81% (2022) to 85% (2023)• Effective teaching from 88% (2022) to 90% (2023)Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 25% (2023)Increase the percentage positive endorsement on Staff opinion surveyIncrease collective efficacy 63%-70%Increase renewal knowledge and skills 60%-70%Increase teacher collaboration 63%-70%</p>
Maximise the learning growth of every student	No	<p>By 2026, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 63% (2021) to 73% (2026) with 40% achieving high benchmark growth (2026)</li> <li>• Writing from 41% (2021) to 65% (2026) with 20% achieving high benchmark growth (2026)</li> <li>• Numeracy from 80% (2021) to 82% (2026) with 52% achieving high benchmark growth (2026)</li> </ul>	
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Improve student engagement and wellbeing	No	<p>By 2026, increase the percentage positive endorsement in Attitudes to School Survey for factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 74% (2021) to 80% (2026)</li> <li>• Emotional awareness and regulation from 68% (2021) to 74% (2026)</li> <li>• Attitude to attendance from 81% (2021) to 84% (2026)</li> <li>• Effort from 77% (2021) to 80% (2026)</li> </ul>	
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		<p>Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 20% (2026)</p>	

<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>Student achievement  By 2023, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 63% (2021) to 65% (2023) with 40% achieving high benchmark growth as there was no growth from</li> </ul>

	<p>2022 due to lack of NAPLAN data.</p> <ul style="list-style-type: none"> <li>• Writing from 41% (2021) to 50% (2023) with 20% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.</li> <li>• Numeracy from 80% (2021) to 82% (2023) with 40% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.</li> </ul> <p>By 2023, increase the percentage of students achieving at and above expected levels in Victorian Curriculum levels in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 72% (2022) to 75% (2023) with 30% achieving above expected level</li> <li>• Writing from 61% (2022) to 68% (2022) with 20% achieving above expected level</li> <li>• Number and algebra from 72% (2022) to 75% (2023) with 30% achieving above expected level</li> </ul> <p>Wellbeing</p> <p>Increase the percentage positive endorsement on ATOSS</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 92% (2022) to 93% (2023)</li> <li>• Motivation and interest from 71% (2022) to 75% (2023)</li> <li>• Attitude to attendance from 78% (2022) to 83% (2023)</li> <li>• Effort from 75% (2022) to 80% (2023)</li> </ul> <p>Increase the percentage positive endorsement in Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and success from 88% (2022) to 92% (2023)</li> <li>• Teacher communication from 81% (2022) to 85% (2023)</li> <li>• Effective teaching from 88% (2022) to 90% (2023)</li> </ul> <p>Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 25% (2023)</p> <p>Increase the percentage positive endorsement on Staff opinion survey</p> <p>Increase collective efficacy 63%-70%</p> <p>Increase renewal knowledge and skills 60%-70%</p> <p>Increase teacher collaboration 63%-70%</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>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.

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>Student achievement            By 2023, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 63% (2021) to 65% (2023) with 40% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.</li> <li>• Writing from 41% (2021) to 50% (2023) with 20% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.</li> <li>• Numeracy from 80% (2021) to 82% (2023) with 40% achieving high benchmark growth as there was no growth from 2022 due to lack of NAPLAN data.</li> </ul> <p>By 2023, increase the percentage of students achieving at and above expected levels in Victorian Curriculum levels in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 72% (2022) to 75% (2023) with 30% achieving above expected level</li> <li>• Writing from 61% (2022) to 68% (2022) with 20% achieving above expected level</li> <li>• Number and algebra from 72% (2022) to 75% (2023) with 30% achieving above expected level</li> </ul> <p>Wellbeing            Increase the percentage positive endorsement on ATOSS</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 92% (2022) to 93% (2023)</li> <li>• Motivation and interest from 71% (2022) to 75% (2023)</li> <li>• Attitude to attendance from 78% (2022) to 83% (2023)</li> <li>• Effort from 75% (2022) to 80% (2023)</li> </ul> <p>Increase the percentage positive endorsement in Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and success from 88% (2022) to 92% (2023)</li> <li>• Teacher communication from 81% (2022) to 85% (2023)</li> <li>• Effective teaching from 88% (2022) to 90% (2023)</li> </ul> <p>Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 25% (2023)</p> <p>Increase the percentage positive endorsement on Staff opinion survey            Increase collective efficacy 63%-70%            Increase renewal knowledge and skills 60%-70%            Increase teacher collaboration 63%-70%</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>	Develop whole staff understanding of the Professional learning Communities (PLC) Initiative Build teacher capacity to implement PLC inquiry cycles using the improvement cycle.
<b>Outcomes</b>	Leaders support staff to improve their assessment practices through prioritising time and providing professional learning opportunities Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation  Teachers use diagnostic, formative and summative assessment Teachers use agreed processes to record student learning data  Students apply learning to complete formative assessments Students participating in point of need learning activities Students provide feedback to teachers to inform planning
<b>Success Indicators</b>	Early Indicators Assessment schedules demonstrates a variety of diagnostic, formative and summative assessment Working group minutes show evidence of research and implementation Resource bank on the school server has files of rubrics and assessment tools Mid-year staff survey/focus group shows increased confidence in assessment and collation of data Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth  Later Indicators End of year school staff survey / focus groups indicates increased confidence in assessment and collation of data School records show that every student has completed a range of assessments across the year in all learning areas Data walls/classroom records show formative and summative assessment Teachers engaged in PLC teams demonstrating good collaborative practice in reviewing student assessment data to inform relevant learning for students.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School leadership team audit current assessment practices using staff survey and include student focus groups to identify staff capabilities in accurately assessing student learning.	<input checked="" type="checkbox"/> Principal	<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
PLC leadership team review/update the schools PLC systems and practices based on audit results in conjunction with the Area PLC manager.	<input checked="" type="checkbox"/> PLC Leaders	<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
Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 1	<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
PLC leadership team use a targeted student assessment practice as an area of focus for first inquiry cycle.	<input checked="" type="checkbox"/> PLC Leaders	<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
Schedule first PLC inquiry cycle to begin Week 4, Term 1	<input checked="" type="checkbox"/> PLC Leaders	<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
Schedule first PLC showcase in last week of term 1 and incorporate learnings into plans for school improvement	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <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
Organise time for the PLC leadership team to work one on one with staff to support their inquiry cycle	<input checked="" type="checkbox"/> Principal	<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

Refresh peer observations considering PLC inquiry cycle focus	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
Organise multiple learning walks to observe staff practice in the PLC focus area of assessment	<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
School Leadership and Learning Specialists create an assessment schedule identifying pre-and post- assessment points, and links to common assessment tasks and opportunities for student voice	<input checked="" type="checkbox"/> PLC Leaders <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
<p>School Leadership facilitate the delivery of professional learning for teachers to enhance their capacity to use identified approaches to formative and summative assessment to assess student learning. This will take place as whole staff professional learning workshops with additional learning being led by leaders in curriculum PLCs.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>Learning Specialists develop a resource bank to be used by staff across PLTs/PLCs/Learning Areas to capture and share assessment tools such as task outlines and rubrics, with systems to capture teacher learnings from implementation</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
Teachers begin implementation of targeted formative and summative assessment strategies into their classroom practice.	<input checked="" type="checkbox"/> All Staff	<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
School Leadership plan for and schedule opportunities for teachers who are recognised as having good practice to model the use of assessment strategies in classroom practice	<input checked="" type="checkbox"/> PLC Leaders <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
<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>	Develop leaders and teachers understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning. Develop a shared vision for SWPBS and the behaviours that are consistent with the SWPBS Philosophy.			
<b>Outcomes</b>	<p>Students identify appropriate behaviours in all settings</p> <p>Teachers collaboratively develop social skills lessons to teach expected behaviours Teachers understand the SWPBS Philosophy and articulate the desired behaviours Teachers use consistent language to discuss positive behaviours</p> <p>Leaders ensure the whole community has been consulted to develop vision and values Leaders frequently monitor SWPBS data</p> <p>Parents/kin/carers understand the desired school behaviours and the procedures for responding to major and minor behaviour</p>			
<b>Success Indicators</b>	<p>Early indicators Expected behaviours are displayed prominently throughout the school Use of SWPBS language evident in peer observations Focus group responses reflect improved relationships between staff and students and students and students</p> <p>Late indicators Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Establish SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <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
To support the implementation of the Matrix in classroom practice the SWPBS team will conduct a series of professional learning workshops with staff to further identify and define minor behaviours (behaviours that the adult present at the time is confident to manage) and major problematic behaviours (behaviours for which more support is required for teachers to eliminate). This work will also include reviewing the reinforcements and consequences detailed in the Expectations Matrix to inform classroom teacher responses to these behaviours.	<input checked="" type="checkbox"/> All Staff	<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
Teachers commence explicit teaching of the elements within the school's positive behaviour matrix integrated within their classroom program delivery.	<input checked="" type="checkbox"/> All Staff	<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
Review the existing digital student learning management platform (Eg Compass/Sentral) to determine whether the school is able to	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>record information detailing Who did What, When , Where and Why to ensure it is suitable for collecting and monitoring SWPBS data. Establish processes and procedures for recording SWPBS data in the digital student learning management platform if appropriate</p>	<input checked="" type="checkbox"/> SWPBS Leader/Team		<p>to: Term 2</p>	<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>School leadership to develop and schedule a series of whole school events that promote and positively reinforce the school's positive behaviour approach.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>The team, in consultation with all staff and students, are to establish together a system to acknowledge the positive behaviours of students when they are seen. This system includes precise positive verbal feedback, as well as a tangible system consisting of a continuum of free and frequent, intermittent, and Occasional rewards/acknowledgements. This should be developed concurrently with the explicit teaching, so students get feedback on their behavioural skills just as they do with academic skills.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
Principal, Wellbeing Leader and the Coordinators will using data identify students who require tier 2 and 3 level behaviour interventions and engage with SSS and outside agencies to access support in positively engaging these students in their learning at school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$44,305.43	\$31,000.00	\$13,305.43
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,000.00	\$647.38
<b>Total</b>	<b>\$74,952.81</b>	<b>\$61,000.00</b>	<b>\$13,952.81</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish SWPBS team comprising relevant leaders, wellbeing staff and other school staff	\$1,000.00
Principal, Wellbeing Leader and the Coordinators will using data identify students who require tier 2 and 3 level behaviour interventions and engage with SSS and outside agencies to access support in positively engaging these students in their learning at school.	\$30,000.00
<b>Totals</b>	<b>\$31,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Establish SWPBS team comprising relevant leaders, wellbeing staff and other school staff	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Principal, Wellbeing Leader and the Coordinators will using data identify students who require tier 2 and 3 level behaviour interventions and engage with SSS and outside agencies to access support in positively engaging these students in their learning at school.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Other use of play therapist to assist with interventions
<b>Totals</b>		\$31,000.00	

### 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
Principal, Wellbeing Leader and the Coordinators will using data identify students who require tier 2 and 3 level behaviour interventions and engage with SSS and outside agencies to access support in	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)

positively engaging these students in their learning at school.			
<b>Totals</b>		\$30,000.00	

### Additional Funding Planner – Total Budget

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

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

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

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<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 leadership team review/update the schools PLC systems and practices based on audit results in conjunction with the Area PLC manager.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Establish SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources SWPBS trainer	<input checked="" type="checkbox"/> On-site