

2023 Annual Implementation Plan

for improving student outcomes

Springside Primary School (8911)



Submitted for review by Gabrielle Zorko (School Principal) on 21 December, 2022 at 02:32 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 15 February, 2023 at 04:25 PM
Endorsed by Susan Attard (School Council President) on 17 February, 2023 at 01:39 PM

Self-evaluation Summary - 2023

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| 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. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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

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| Engagement | 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 | |

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

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| Enter your reflective comments | <p>At Springside we have collectively achieved a transformation of our curriculum, instruction and assessment practices to align with research and evidence. Our Reading, Writing and Spelling data (and student confidence in learning) are on an upward trajectory due largely to our whole-school focus on these areas (after a staged implementation transformation in early years that commenced in 2020). Fittingly, our Year 5 Reading result for NAPLAN was 6% higher than our SSP target. We invested in excess of \$70,000 for student resources, teacher resources, professional learning, professional reading, coaching, TLI and staff to ensure success as we manage complex change.</p> <p>We grew more professionally in 2022 than we could have ever anticipated, polishing and refining our practices in Literacy</p> |
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| | <p>and exploring evidence-informed practices in Mathematic such as Daily Reviews and Guided Practice. Our relentless focus on high-quality PLCs saw a combined total increase of 53% for Guaranteed and Viable Curriculum, Teacher Collaboration and Understand Formative Assessment on the 2022 Staff Opinion Survey. Furthermore, HITS experienced a 26% jump. In addition, our TLI program improved the numeracy outcomes for 97% participants.</p> <p>We remain inspired by the commitment of our staff and look forward to maintaining the momentum with the way we teach decoding and encoding in 2023, while expanding our writing and conventions evidence-informed instruction as the whole school build their capacity and confidence in evidence-informed Mathematics practices.</p> <p>Our School-wide Positive Behaviour Support Self Assessment Survey and Tiered Fidelity Inventory (73%-94%) 2021-2022 comparison data validated our purposeful push for improved, proactive responses to behaviour and increase student-parent-staff connectedness and relationships. Validating this work, we saw a steady increase in all areas of the Parent Opinion Survey data and we celebrated achieving our SSP target 90% for School Connectedness.</p> |
| <p>Considerations for 2023</p> | <p>Reflecting upon highlights of 2022, we need to ensure we maintain momentum with our Literacy practices in 2023. Regular observations of teaching practice across Prep-Year 6 will enable feedback on fidelity with the implementation of structured literacy practices. Beyond decoding and encoding instruction, we will deepen our understanding and teaching of writing using The Writing Revolution professional reading to guide our practice in PLCs. Our whole-school Mathematics Focus aims to bridge the gap in our Numeracy data as we build the content knowledge of staff and guided practice in Mathematics along with Daily Reviews that provide Spaced, Interleaved and Retrieval Practice. Furthermore, we will continue to align our School Instructional Model (SIM) to Explicit - Direct - Instruction as we build on the feedback gained from Learning Specialists who trialled our improved SIM.</p> <p>In order to continue minimising variations in Professional Learning Community practices across the school, the principal team will continue to observe and prioritise collective improvement strategies, supported by Regional Staff when needed. As we work towards Gold for SWPBS, we will provide staff with professional learning and feedback on their implementation of the Effective Teaching and Learning Practices (ETLPs). This work commenced with the whole-staff learning about Engagement Norms in 2022. In addition to this, the regular Continuum of Responses to Behaviour scenarios will continue in 2023 to ensure our wellbeing practices align with the SWPBS framework as we commence our active supervision focus and acknowledgment systems outside. Our inclusive (including extension) practices will expand as we re-focus on STEAM with weekly Science Lesson in the Science Lab; Technology (coaching by Technology Learning Specialist and Year 3/4 BYOD iPad implementation); Food Tech twice-termly classes; Stephanie-Alexander Garden Program and Masterclasses (formerly Learning Enhancement).</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal 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. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Improve student learning achievement and growth in literacy and numeracy |
| Target 2.1 | 1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in: Year 3: <ul style="list-style-type: none"> ● reading from 46% [2019] to 57% ● writing from 43% [2019] to 54% ● numeracy from 29% [2019] to 40% Year 5: <ul style="list-style-type: none"> ● reading from 24% [2019] to 35% ● writing from 12% [2019] to 23% ● numeracy from 19% [2019] to 30% |

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| <p>Target 2.2</p> | <p>By 2024, the percentage of Year 5 students achieving:</p> <p>increased NAPLAN high benchmark growth:</p> <ul style="list-style-type: none"> ● reading from 18% [2019] to 24% ● writing from 21% [2019] to 25% ● numeracy from 13% [2019] to 23% <p>decreased NAPLAN low benchmark growth:</p> <ul style="list-style-type: none"> ● reading from 30% [2019] to 20% ● writing from 27% [2019] to 20% ● numeracy from 23% [2019] to 20% |
| <p>Target 2.3</p> | <p>By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> ● reading and viewing from 24% [2019] to 35% ● writing from 11% [2019] to 20% ● number and algebra from 14% [2019] to 25% |
| <p>Target 2.4</p> | <p>By 2024 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> ● guaranteed and viable curriculum from 39% [2019] to 70% ● teacher collaboration from 36% [2019] to 70% ● understand formative assessment from 50% [2019] to 70% |

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| Key Improvement Strategy 2.a Instructional and shared leadership | Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework |
| Key Improvement Strategy 2.b Building practice excellence | Develop and embed a whole-school approach to Professional Learning Communities. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule |
| Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies | Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice |
| Goal 3 | Improve student engagement |
| Target 3.1 | By 2024 the percentage positive responses on the Attitude to School Survey will increase for: <ul style="list-style-type: none"> ● sense of confidence from 81% [2019] to 90% ● stimulated learning from 84% [2019] to 90% ● motivation and interest from 86% [2019] to 90% |
| Target 3.2 | By 2024 the percentage positive endorsement on the School Staff Survey will increase for: <ul style="list-style-type: none"> ● use high impact teaching strategies from 50% [2019] to 70% ● use student feedback to improve practice from 38% [2019] to 70% ● plan differentiated learning activities from 38% [2019] to 70% |

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| Target 3.3 | <p>By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> ● effective teaching from 74% [2019] to 85% ● student voice and agency from 69% [2019] to 85% ● stimulating learning environment from 72% [2019] to 85% |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Develop and embed a whole-school approach to position students as active and empowered learners. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities. |
| Goal 4 | Improve student connectedness |
| Target 4.1 | <p>By 2024 the percentage positive responses on the Attitude to School Survey will increase for:</p> <ul style="list-style-type: none"> ● sense of connectedness from 86% [2019] to 90% ● resilience from 83% [2019] to 90% ● effective classroom behaviour from 85% [2019] to 90% ● managing bullying from 86% [2019] to 90% |
| Target 4.2 | <p>By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> ● student connectedness from 85% [2019] to 90% ● confidence and resiliency skills from 74% [2019] to 85% ● managing bullying from 70% [2019] to 85% |

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| | <ul style="list-style-type: none"> ● student motivation and support from 72% [2019] to 85% |
| Target 4.3 | <p>By 2024 improve attendance:</p> <ul style="list-style-type: none"> ● decrease the average number of days absent from 16.0 days [2019] to 13.5 days ● increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85% |
| Key Improvement Strategy 4.a Health and wellbeing | Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches. |
| Key Improvement Strategy 4.b Health and wellbeing | Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2023 Priorities Goal 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>Increase the proportion of students achieving the top two bands in NAPLAN numeracy from 28% (2022) to 32%. Decrease the proportion of students achieving the bottom two bands in NAPLAN numeracy from 23% (2022) to 19%. Increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 82% (2020-2022) to 85%. Increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 66% to 72%. Decrease the number of students with 20+ days absent from 20 (2022) to 13</p> |
| <p>Improve student learning achievement and growth in literacy and numeracy</p> | Yes | <p>1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> ● reading from 46% [2019] to 57% ● writing from 43% [2019] to 54% ● numeracy from 29% [2019] to 40% <p>Year 5:</p> <ul style="list-style-type: none"> ● reading from 24% [2019] to 35% ● writing from 12% [2019] to 23% ● numeracy from 19% [2019] to 30% | <p>Increase the percentage of students achieving in the top two bands of NAPLAN in: Year 3: reading from 50% [2022] to 54% writing from 42% [2022] to 48% numeracy from 28% [2022] to 33% Year 5: writing from 22% [2022] to 23% numeracy from 18% [2022] to 25% Maintain the percentage of Year 5 students achieving the top two bands in Reading at or above 41% (2022).</p> |
| | | <p>By 2024, the percentage of Year 5 students achieving: increased NAPLAN high benchmark growth:</p> <ul style="list-style-type: none"> ● reading from 18% [2019] to 24% | <p>Increase NAPLAN high benchmark growth in Writing from 14% [2021] to 22% Maintain increased NAPLAN high benchmark growth at</p> |

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| | | <ul style="list-style-type: none"> • writing from 21% [2019] to 25% • numeracy from 13% [2019] to 23% <p>decreased NAPLAN low benchmark growth:</p> <ul style="list-style-type: none"> • reading from 30% [2019] to 20% • writing from 27% [2019] to 20% • numeracy from 23% [2019] to 20% | <p>or above 34% [2021] in Reading. Maintain increased NAPLAN high benchmark growth at or above 31% (2021) in Numeracy. Decrease NAPLAN low benchmark growth: reading from 25% [2021] to 22% writing from 32% [2021] to 25% numeracy from 23% [2021] to 20%</p> |
| | | <p>By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 24% [2019] to 35% • writing from 11% [2019] to 20% • number and algebra from 14% [2019] to 25% | <p>Increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for: reading and viewing from 24% [2019] to 30% writing from 11% [2019] to 15% number and algebra from 14% [2019] to 22%</p> |
| | | <p>By 2024 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • guaranteed and viable curriculum from 39% [2019] to 70% • teacher collaboration from 36% [2019] to 70% • understand formative assessment from 50% [2019] to 70% | <p>Increase the percentage positive endorsement on the School Staff Survey for: Guaranteed and Viable Curriculum from 58% (2022) to 65% Teacher Collaboration from 55% (2022) to 65% Understand Formative Assessment from 68% (2022) to 70%</p> |
| Improve student engagement | Yes | <p>By 2024 the percentage positive responses on the Attitude to School Survey will increase for:</p> <ul style="list-style-type: none"> • sense of confidence from 81% [2019] to 90% • stimulated learning from 84% [2019] to 90% • motivation and interest from 86% [2019] to 90% | <p>Increase the percentage of positive responses on the Attitude to School Survey from: Sense of Confidence from 70% (2022) to 81% Stimulated Learning from 71% to 84% Motivation and Interest from 77% to 86%</p> |
| | | <p>By 2024 the percentage positive endorsement on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> • use high impact teaching strategies from 50% [2019] to 70% • use student feedback to improve practice from 38% [2019] to 70% • plan differentiated learning activities from 38% [2019] to 70% | <p>Increase the percentage of positive endorsement on the School Staff Survey from: Use of high impact teaching strategies-maintain at 84% Use student feedback from 56% (2022) to 70% Plan differentiated learning activities from 40% (2022) to 60%</p> |
| | | <p>By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • effective teaching from 74% [2019] to 85% • student voice and agency from 69% [2019] to 85% | <p>Increase the percentage of positive responses on the Parent Opinion Survey: Effective teaching from 72% (2022) to 75% Student Voice and Agency from 75% (2022) to</p> |

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| | | <ul style="list-style-type: none"> stimulating learning environment from 72% [2019] to 85% | 80% Stimulated learning from 74% (2022) to 80% |
| Improve student connectedness | Yes | <p>By 2024 the percentage positive responses on the Attitude to School Survey will increase for:</p> <ul style="list-style-type: none"> sense of connectedness from 86% [2019] to 90% resilience from 83% [2019] to 90% effective classroom behaviour from 85% [2019] to 90% managing bullying from 86% [2019] to 90% | The percentage positive responses on the Attitude to School Survey will increase for: school connectedness from 81% [2022] to 86% resilience from 72% [2022] to 83% effective classroom behaviour from 74% [2022] to 85% managing bullying from 74% [2022] to 86% |
| | | <p>By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> student connectedness from 85% [2019] to 90% confidence and resiliency skills from 74% [2019] to 85% managing bullying from 70% [2019] to 85% student motivation and support from 72% [2019] to 85% | The percentage positive responses on the Parent Opinion Survey will increase for: confidence and resiliency skills from 79% [2022] to 85% managing bullying from 81% [2022] to 85% student motivation and support from 72% [2022] to 85% Maintain school connectedness at or above 90% (2022) |
| | | <p>By 2024 improve attendance:</p> <ul style="list-style-type: none"> decrease the average number of days absent from 16.0 days [2019] to 13.5 days increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85% | Decrease the percentage of unexplained absences from 60% (2022) to 20%. Increase the number of students with less than 19.5 days absence from 365 (2022) to 665 students. |

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| Goal 1 | <p>2023 Priorities Goal 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> |
| 12 Month Target 1.1 | <p>Increase the proportion of students achieving the top two bands in NAPLAN numeracy from 28% (2022) to 32%.</p> <p>Decrease the proportion of students achieving the bottom two bands in NAPLAN numeracy from 23% (2022) to 19%.</p> <p>Increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 82% (2020-2022) to 85%</p> <p>Increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 66% to 72%</p> |

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| | Decrease the number of students with 20+ days absent from 20 (2022) to 13 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a 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 |
| KIS 1.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. | |
| Goal 2 | Improve student learning achievement and growth in literacy and numeracy | |
| 12 Month Target 2.1 | <p>Increase the percentage of students achieving in the top two bands of NAPLAN in:</p> <p>Year 3: reading from 50% [2022] to 54% writing from 42% [2022] to 48% numeracy from 28% [2022] to 33%</p> <p>Year 5: writing from 22% [2022] to 23% numeracy from 18% [2022] to 25%</p> <p>Maintain the percentage of Year 5 students achieving the top two bands in Reading at or above 41% (2022).</p> | |
| 12 Month Target 2.2 | Increase NAPLAN high benchmark growth in Writing from 14% [2021] to 22% | |

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| | <p>Maintain increased NAPLAN high benchmark growth at or above 34% [2021] in Reading. Maintain increased NAPLAN high benchmark growth at or above 31% (2021) in Numeracy.</p> <p>Decrease NAPLAN low benchmark growth: reading from 25% [2021] to 22% writing from 32% [2021] to 25% numeracy from 23% [2021] to 20%</p> | |
| 12 Month Target 2.3 | <p>Increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for:</p> <p>reading and viewing from 24% [2019] to 30% writing from 11% [2019] to 15% number and algebra from 14% [2019] to 22%</p> | |
| 12 Month Target 2.4 | <p>Increase the percentage positive endorsement on the School Staff Survey for: Guaranteed and Viable Curriculum from 58% (2022) to 65% Teacher Collaboration from 55% (2022) to 65% Understand Formative Assessment from 68% (2022) to 70%</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Instructional and shared leadership | Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework | Yes |
| KIS 2.b Building practice excellence | Develop and embed a whole-school approach to Professional Learning Communities. | Yes |
| KIS 2.c Curriculum planning and assessment | Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule | Yes |
| KIS 2.d Evidence-based high-impact teaching strategies | Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice | Yes |

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| <p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p> | <p>Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting a lack of teacher confidence in using student feedback to improve practice and planning for differentiated learning activities, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.</p> <ul style="list-style-type: none"> - Springside will continue to strengthen the purposes and processes of the SIT extending the distribution leadership framework to the 2023 Acting PLC leaders and Student Achievement Leaders (SALs). - Springside will continue to develop and build consistency when embedding a whole-school approach to PLCs. Rigorous Data Discussions during Evidence of Learning will be top priority as key data sources like MOI and DIBELS are utilised to identify, plan and intervene with students at their point of need. - Springside will continue to embed a refined GVC, aligning with evidence-informed literacy and numeracy assessment . -Springside will build the capacity of staff in Explicit Direct Instruction and Guided Practice (Springside's Instructional Model) and strengthen their expertise in Structured Literacy practice. |
| <p>Goal 3</p> | <p>Improve student engagement</p> |
| <p>12 Month Target 3.1</p> | <p>Increase the percentage of positive responses on the Attitude to School Survey from: Sense of Confidence from 70% (2022) to 81% Stimulated Learning from 71% to 84% Motivation and Interest from 77% to 86%</p> |
| <p>12 Month Target 3.2</p> | <p>Increase the percentage of positive endorsement on the School Staff Survey from: Use of high impact teaching strategies-maintain at 84% Use student feedback from 56% (2022) to 70% Plan differentiated learning activities from 40% (2022) to 60%</p> |
| <p>12 Month Target 3.3</p> | <p>Increase the percentage of positive responses on the Parent Opinion Survey: Effective teaching from 72% (2022) to 75% Student Voice and Agency from 75% (2022) to 80% Stimulated learning from 74% (2022) to 80%</p> |
| <p>Key Improvement Strategies</p> | <p>Is this KIS selected for focus this year?</p> |

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| KIS 3.a Intellectual engagement and self-awareness | Develop and embed a whole-school approach to position students as active and empowered learners. | Yes |
| KIS 3.b Empowering students and building school pride | Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities. | 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. | <p>Our self-evaluation against the FISO Continua noted that we have work to do in the area of Positive Climate for Learning. There is evidence of strong relationships and active partnerships between some students, staff and families/carers but future work aligns with engaged communities, and organisations to strengthen students' participation and engagement in school. We had celebrated success with the activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school through Student Action Teams and Persuade the Principal. This finding was consistent with our Attitude to School Survey results reflecting a lack of student motivation and interest, and our Parent Opinion Survey were underwhelming in the areas of Effective Teaching and Student Motivation and Support. Selection of this KIS builds on our previous focus around student voice, agency, empowerment and meeting individual needs.</p> <ul style="list-style-type: none"> - Springside will continue to strengthen Student Action Team processes and Persuade the Principal projects. - Springside will develop formal and informal processes when surveying students to improve differentiation, instruction and assessment practices. | |
| Goal 4 | Improve student connectedness | |
| 12 Month Target 4.1 | The percentage positive responses on the Attitude to School Survey will increase for: school connectedness from 81% [2022] to 86% resilience from 72% [2022] to 83% effective classroom behaviour from 74% [2022] to 85% managing bullying from 74% [2022] to 86% | |
| 12 Month Target 4.2 | The percentage positive responses on the Parent Opinion Survey will increase for: confidence and resiliency skills from 79% [2022] to 85% managing bullying from 81% [2022] to 85% student motivation and support from 72% [2022] to 85% | |

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| | Maintain school connectedness at or above 90% (2022) | |
| 12 Month Target 4.3 | Decrease the percentage of unexplained absences from 60% (2022) to 20%. Increase the number of students with less than 19.5 days absence from 365 (2022) to 665 students. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 4.a Health and wellbeing | Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches. | Yes |
| KIS 4.b Health and wellbeing | Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing. | 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. | <p>Our self-evaluation against the FISO Continua enacted conflicting analysis as we identified significant progress in the SWPBS proactive space yet outlined significant work was identified in the area of Positive Climate for Learning, particularly for our male cohorts. This finding was consistent with our Attitudes to School Survey results reflecting a decline largely due to one Year Six class results. A lack of responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion were identified, along with effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students.</p> <p>- Springside will strengthen SWPBS processes with a continued focus on incorporating and monitoring key SEL approaches and fortnightly (response to behaviour) foci.</p> <p>-Springside will continue to build partnerships with parents, specialist, community organisations as part of or SWPBS Team expansion.</p> <p>-Springside will build on TLI (Learning Enhancement) successes as we embed Multi-Tiered Support Systems across the school via 2023 Masterclasses.</p> | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2023 Priorities Goal 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. |
| 12 Month Target 1.1 | Increase the proportion of students achieving the top two bands in NAPLAN numeracy from 28% (2022) to 32%. Decrease the proportion of students achieving the bottom two bands in NAPLAN numeracy from 23% (2022) to 19%. Increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 82% (2020-2022) to 85% Increase the proportion of students assessed as working above the expected level in the Personal and Social capability from 66% to 72% Decrease the number of students with 20+ days absent from 20 (2022) to 13 |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Review 2022 TLI Numeracy implementation and refine the 2023 'Masterclasses' plan to identify reliable data sources with each PLC, identify and embed evidence-informed instructional practices and in 2023 offer authentic opportunities for students to co-design their Masterclass learning. Build opportunities for Masterclass Coaches to feedback to students, families and staff. Masterclass Coaches collaborate and provide professional learning/coaching for staff as needs arise. Develop a whole-school understanding of what scaffolding for intervention and extension in learning looks like - Multi-Tiered Support System/RTI driven by a coaching model developed by Teaching & Learning Coaches. Continued teacher development in the implementation of Explicit Direct Instruction (EDI) through the school's Instructional Model & Tier 1 practices. |

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| <p>Outcomes</p> | <p>School Improvement Team will:</p> <ul style="list-style-type: none"> • Strengthen and implement the school’s Instructional Model • Lead the documentation of our low-variance knowledge-rich curriculum • Lead professional learning to support teacher understanding of the Science of Learning • Develop a Coaching and Peer Observation Model • Monitor the impact of PLCs and continue to refine processes for consistency across the school • Monitor and continue to refine Masterclasses • Monitor, track and celebrate cohort progress reporting back to SIT • Use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills <p>Staff will:</p> <ul style="list-style-type: none"> • Consistently and explicitly implement the Instructional Model (they will understand the structure of the instructional model; establish/improve peer coaching based on the model; skills; use the instructional model regularly to plan and deliver lesson in PLCs) • Engage Masterclass Coaches with PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. • Involve Masterclass Coaches in the confident and accurate identification of student learning needs and ensure collaborative planning, particularly after each Masterclass cycle • Provide Tier 1 intervention in class (continue to implement the school's Literacy Block across all grade levels) • Embed Guided Practice and Daily Reviews in Mathematics • Provide regular and explicit feedback and monitor and track progress via an electronic data tracker • Differentiate learning to each student’s next point of challenge and intervene (Tier 1) where necessary or plan for structured intervention (Tiers 2 and 3) when required • Develop an understanding of and expertise in Science of Learning theory to practice • Implement the agreed assessment schedule & report on Seesaw <p>Students will:</p> <ul style="list-style-type: none"> • Articulate the ‘usual’ structure of a lesson and understand why that helps them learn (embed engagement norms) • Experience success (embed co-creation of Success Criteria) and celebrate the acquisition of knowledge (Learning Intention) • Receive targeted support and intervention & extension • Be able to articulate learning goals and the next steps in their learning |
| <p>Success Indicators</p> | <p>Relevant data sources include;</p> <ul style="list-style-type: none"> • Teacher data tracker and observations of student progress including formative assessment from the assessment schedule • Student feedback (survey and focus group) on Masterclasses, differentiation, the instructional model, and use of common |

| | strategies <ul style="list-style-type: none"> • Student progress data shared during PLCs • Lesson Plans, PLC minutes, Peer Observation notes, Coaching notes • Assessment data from Masterclasses • Progress on Individual Education Plans • PLO (Professional Learning Observation - digital and observational data) | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Masterclass Coaches - ES x2 (FT) and 2x Teaching & Learning Coaches (0.5 each)</p> <p>-Review 2022 TLI Numeracy implementation and refine the 2023 'Masterclasses' plan to identify reliable data sources with each PLC, identify and embed evidence-informed instructional practices and in 2023 offer authentic opportunities for students to co-design their Masterclass learning.</p> <p>-Build opportunities for Masterclass Coaches to feedback to students, families and staff.</p> <p>-Masterclass Coaches collaborate and provide professional learning/coaching for staff as needs arise.</p> | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$204,601.00 <ul style="list-style-type: none"> <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>-Develop a whole-school understanding of what scaffolding for intervention and extension in learning looks like - Multi-Tiered Support System/RTI driven by a coaching model developed by Teaching & Learning Coaches.</p> <p>- Continued teacher development in the implementation of Explicit Direct Instruction (EDI) through the school's Instructional Model &</p> | <input type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| Tier 1 practices. | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | <p>We have adjusted our planning and organisational of our 2023 SIT structure to narrow the focus of our Teaching and Learning Coach and Assistant Principal to better leverage the human resources at Springside Primary to support our students' wellbeing and mental health.</p> <p>Review and refine the resources to support students' wellbeing and mental health, especially the most vulnerable.</p> <p>Develop a whole-school understanding of, and response to, absenteeism.</p> | | | |
| Outcomes | <p>Expected outcomes by the end of 2023 include:</p> <p>School Improvement Team, including Leader of Welfare & Child Safety, will:</p> <ul style="list-style-type: none"> - Restructure our wellbeing leadership structure and refining wellbeing roles to ensure that there is an aligned wellbeing team overseeing a portfolio of student welfare, inclusion and voice. - Work alongside our regional staff to identify SWPBS areas for improvement, with an aim to progress along the continuum of achievement. - Examine ongoing student welfare and wellbeing data at a SIT level to identify key areas for improvement across various data sets. - Provide support and coaching at a classroom level to ensure that our most vulnerable students are being supported and included in all learning opportunities. - Develop a new classroom behaviour re-direction system that moves us away from a punitive approach and more towards providing students with opportunities for reflection and restorative practices. | | | |

| | <ul style="list-style-type: none"> - Leader of Welfare & Child Safety implements a wider range of tools to support student wellbeing. - Review the strength of Tier 1 instructional program and develop responses to further develop it. <p>Staff will:</p> <ul style="list-style-type: none"> - Continue the implementation and professional learning of SWPBS - Embed the Continuum of Responses to Behaviour (CoRB) - Consistently implement the acknowledgement system outside - Strengthen the acknowledgement system in the classroom setting - Staff, students and parents/ carers will revise the CoRB - Analyse Chronicle data to monitor interventions for tier 2 and tier 3 students - Prioritise Social and Emotional Learning program (Respectful Relationships) in the teaching and learning program - Explicitly teach Expected Behaviours within the school - Teachers monitor and respond to attendance data <p>Students will:</p> <ul style="list-style-type: none"> - Know who can help them at school - Have a clear understanding of expected behaviours and follow up - Be acknowledged using the acknowledgement system - Report improved relationship to peers, staff and school | | | |
|---|---|---------------------------------------|----------------------------------|---|
| Success Indicators | <ul style="list-style-type: none"> - Improved climate for learning as evidenced by a decrease in exits from class - Improved attendance - Improved teacher-student relationships, particularly the male cohort (AtoSS) - Staff dealing with minor behaviours consistently - Increased willingness of staff to provide peer observation, access feedback, and access coaching | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Leader of Welfare & Child Safety salary offset against Schools Mental Health Menu | <input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$95,644.00 <input type="checkbox"/> Equity funding will be used |

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| | <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Wellbeing Team | | | <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 |
| Goal 2 | Improve student learning achievement and growth in literacy and numeracy | | | |
| 12 Month Target 2.1 | <p>Increase the percentage of students achieving in the top two bands of NAPLAN in:</p> <p>Year 3: reading from 50% [2022] to 54% writing from 42% [2022] to 48% numeracy from 28% [2022] to 33%</p> <p>Year 5: writing from 22% [2022] to 23% numeracy from 18% [2022] to 25%</p> <p>Maintain the percentage of Year 5 students achieving the top two bands in Reading at or above 41% (2022).</p> | | | |
| 12 Month Target 2.2 | <p>Increase NAPLAN high benchmark growth in Writing from 14% [2021] to 22%</p> <p>Maintain increased NAPLAN high benchmark growth at or above 34% [2021] in Reading. Maintain increased NAPLAN high benchmark growth at or above 31% (2021) in Numeracy.</p> <p>Decrease NAPLAN low benchmark growth: reading from 25% [2021] to 22% writing from 32% [2021] to 25% numeracy from 23% [2021] to 20%</p> | | | |
| 12 Month Target 2.3 | Increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for: | | | |

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|---|---|------------------------------|-------------|------------------------|
| | reading and viewing from 24% [2019] to 30% writing from 11% [2019] to 15% number and algebra from 14% [2019] to 22% | | | |
| 12 Month Target 2.4 | Increase the percentage positive endorsement on the School Staff Survey for: Guaranteed and Viable Curriculum from 58% (2022) to 65% Teacher Collaboration from 55% (2022) to 65% Understand Formative Assessment from 68% (2022) to 70% | | | |
| KIS 2.a Instructional and shared leadership | Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework | | | |
| Actions | Refine the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework inclusive of Acting PLCs and SALs. | | | |
| Outcomes | School Improvement will: -Understand their role and responsibilities aligned to the AIP /SSP -Contribute to monitoring and assessing progress towards AIP with their PLCs -Lead the collective development of the 2024 AIP Staff will: -Know who to go to for support and clarity -Know their role and responsibilities Students & Families will: - Know who they can seek escalated support from | | | |
| Success Indicators | - 2023 Roles & Responsibilities Handbook - 2023 Parent Concern Flowchart -2023 Leadership Structure -2023 SIT roles and goals | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |

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|---|---|---------------------------------------|----------------------------------|--|
| Build the capacity of SIT and Middle Leadership | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal <input type="checkbox"/> School Improvement 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 |
| KIS 2.b Building practice excellence | Develop and embed a whole-school approach to Professional Learning Communities. | | | |
| Actions | Refine the purpose and structure of our Professional Learning Communities. Apply a Gradual Release of Responsibility to upskill PLC leaders to run their PLCs. | | | |
| Outcomes | School Improvement Team will: - Guide PLC meetings and Improvement Cycles according to a consistent structure - Collaborate/share/ensure consistency on Improvement Cycle foci and progress Staff will: - Actively participate in Improvement Cycles, including having data sets prepared ahead of meeting times - Implement specific changes to teaching practice based on student data and professional learning Students will: - Show growth in specific areas through action plans | | | |
| Success Indicators | - Improvement Cycle stages mapped out in agendas (using our Improvement Cycle template) - Improvement in student data for Improvement Cycle foci - Changes in instructional practice that lead to improved NAPLAN results in Literacy and Numeracy | | | |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|--|--|---------------------------------------|----------------------------------|--|
| High performing (low variability across the school, including Specialists) PLCs. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> PLC Leaders | <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 |
| KIS 2.c Curriculum planning and assessment | Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule | | | |
| Actions | Implement an updated Assessment Schedule for 2023, including cohort-level data trackers to monitor growth. Update the Springside Instructional Model to include daily review and guided practice before independent work. | | | |
| Outcomes | School Improvement Team will: - Develop and upskill staff on the assessment schedule - Guide the use of ongoing cohort-level data trackers - Lead professional learning and support the development of daily reviews and guided practice Staff will: - Stay up to date on assessments (according to the assessment schedule), and use assessment results to inform planning, improvement cycles and ongoing reporting - Display an understanding of daily review and guided practice in their lesson planning and teaching Students will: | | | |

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| | <ul style="list-style-type: none"> - Show growth in pre/post assessments - Actively participate throughout lessons (as evidenced in PLOs) | | | |
| Success Indicators | <ul style="list-style-type: none"> - Cohort-level data trackers completed - Growth in student outcomes evidenced in pre/post assessment data and NAPLAN - Daily review and guided practice evidenced in lesson planning - PLOs | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Embed the refined GVC ensuring the assessment schedule is implemented with fidelity. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders | <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 |
| KIS 2.d Evidence-based high-impact teaching strategies | Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice | | | |
| Actions | <p>At a whole school level, our HITS focus will continue to strengthen Explicit Teaching, Structuring Lessons and Differentiated Teaching.</p> <p>Within classrooms, our Learning Specialists will be using the HITS as a framework to support their instructional coaching and HITS will remain a running professional learning area for weekly whole-school meetings.</p> | | | |

| Outcomes | <p>SIT will: -Implement a Peer Observation Model -Deliver whole-school professional learning on HITS -Develop PLOs for HITS</p> <p>Staff will: -Use the HITS in their planning and instructional practices -Strengthen the implementation of the High Impact Teaching Strategies through Peer Observations</p> <p>Students will: -Identify HITS and understand why they help them learn</p> | | | |
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| Success Indicators | <ul style="list-style-type: none"> - Increased numbers of teachers to work with Learning Specialists to improve their practice - Survey showing an improvement in our overall collaborative culture and receptiveness to work with Learning Specialists within their classroom - PLOs HITS - Improvements on collaborative culture metrics within our Staff Survey - HITS evident within PLC documentation - Improvements in student achievement | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Develop Peer Observations and embed HITS. | <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) | <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 |

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| Goal 3 | Improve student engagement |
| 12 Month Target 3.1 | Increase the percentage of positive responses on the Attitude to School Survey from: Sense of Confidence from 70% (2022) to 81% Stimulated Learning from 71% to 84% Motivation and Interest from 77% to 86% |
| 12 Month Target 3.2 | Increase the percentage of positive endorsement on the School Staff Survey from: Use of high impact teaching strategies-maintain at 84% Use student feedback from 56% (2022) to 70% Plan differentiated learning activities from 40% (2022) to 60% |
| 12 Month Target 3.3 | Increase the percentage of positive responses on the Parent Opinion Survey: Effective teaching from 72% (2022) to 75% Student Voice and Agency from 75% (2022) to 80% Stimulated learning from 74% (2022) to 80% |
| KIS 3.a Intellectual engagement and self-awareness | Develop and embed a whole-school approach to position students as active and empowered learners. |
| Actions | Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. Develop a whole-school understanding of what student voice, agency and leadership in learning looks like. |
| Outcomes | Students will: - be active contributors to their learning - understand that they are responsible for their learning and outcomes - be decision makers - have opportunities to contribute to SWPBS and student lead projects - develop leadership skills - co-create their learning environment Parents will: - have a clear understanding of what is expected of students and their learning ES will: |

| | <ul style="list-style-type: none"> - support all students to understand that they are responsible for their learning and outcomes - support students to have a voice in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> - provide opportunities for students to co-create their learning environment - allow opportunities for students' voice and agency to be developed - provide opportunities for students to develop ownership over their learning and decision making - develop a deeper understanding of student voice and why it is essential - provide stimulated learning environments - motivate, empower and engage students <p>The Wellbeing Team will:</p> <ul style="list-style-type: none"> - ensure all students have opportunities to succeed - support teaching and support staff to implement with all students - provide professional learning around students individual needs <p>SIT will:</p> <ul style="list-style-type: none"> - review the data and evaluate progress against AIP goals - use PLOs to monitor progress | | | |
|---|---|---------------------------------------|----------------------------------|--|
| Success Indicators | <ul style="list-style-type: none"> - SAS survey data above 70% in all settings - Respectful Relationships Data - AtoSS Data - PULSE Chronicle Data - Parent Opinion Survey Data | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Improve student voice, agency and leadership. | <input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| | <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Wellbeing Team | | | <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 |
| KIS 3.b Empowering students and building school pride | Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities. | | | |
| Actions | High quality differentiation to allow students to learn at their point of need. Digital PLOs to evaluate differentiation in work programs. Develop a proactive approach to improving student attendance. | | | |
| Outcomes | Students will: - complete effective pre-assessment to identify their learning goals - be provided effective and timely feedback - co-create learning goals Student Action Team members will: - collect students' voice around feedback and goal setting - promote goal setting and feedback at assembly and within the classroom Parents will: - support learning goals at home - be provided materials to support students' learning goals ES will: - support all students to co-create goals - develop an understanding of why feedback is important and built resilience in students to take on feedback optimistically | | | |

| | <p>Teachers will:</p> <ul style="list-style-type: none"> - provide timely and effective feedback - co-create learning goals with students - celebrate success when students achieve their goals - explicitly teach the importance of feedback and goal setting - schedule times to review student goals and reset goals to maintain consistency - use high impact teaching strategies <p>The Wellbeing Team will:</p> <ul style="list-style-type: none"> - ensure all students have opportunities to succeed - support teaching and support staff to implement with all students - provide professional learning around students individual needs - monitor attendance and action support when needed <p>SIT will:</p> <ul style="list-style-type: none"> - review the data and evaluate progress against AIP goals - use PLOs to monitor progress | | | |
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| Success Indicators | <ul style="list-style-type: none"> - Improve from 62% of students achieving <=90% attendance to 75%. - SAS survey data above 70% in all settings - Respectful Relationships Data - AtoSS Data - PULSE Chronicle Data - Parent Opinion Survey Data | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Differentiation & Student Feedback. | <ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team <input type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | <input type="checkbox"/> Teaching and Learning Coordinator | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 4 | Improve student connectedness | | | |
| 12 Month Target 4.1 | The percentage positive responses on the Attitude to School Survey will increase for: school connectedness from 81% [2022] to 86% resilience from 72% [2022] to 83% effective classroom behaviour from 74% [2022] to 85% managing bullying from 74% [2022] to 86% | | | |
| 12 Month Target 4.2 | The percentage positive responses on the Parent Opinion Survey will increase for: confidence and resiliency skills from 79% [2022] to 85% managing bullying from 81% [2022] to 85% student motivation and support from 72% [2022] to 85% Maintain school connectedness at or above 90% (2022) | | | |
| 12 Month Target 4.3 | Decrease the percentage of unexplained absences from 60% (2022) to 20%. Increase the number of students with less than 19.5 days absence from 365 (2022) to 665 students. | | | |
| KIS 4.a Health and wellbeing | Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches. | | | |
| Actions | Refine SWPBS processes and practices as we strive for GOLD in 2023 requiring improvement in SWPBS practices in the non-classroom settings. Embed SEL approaches consistently across the school, including Respectful Relationships. | | | |
| Outcomes | Students will: • Have opportunities to participate on the SWPBS Student Team, gather and analyse data, be part of the team's decision | | | |

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| | <p>making and contribute to schoolwide actions</p> <ul style="list-style-type: none"> • Have a clear understanding of the values and behaviour expectations of the school • Be acknowledged for positive behaviour and their achievements celebrated • Understand how to be respectful in their interactions with each other (Bullying Prevention) <p>Parents will:</p> <ul style="list-style-type: none"> • Have opportunities to participate on the SWPBS Student Team, gather and analyse data, be part of the team's decision making and contribute to schoolwide actions • Have a clear understanding of the values and behaviour expectations of the school • Understand how they can support their child to be respectful (Bullying Prevention) <p>ES will:</p> <ul style="list-style-type: none"> • Understand and have knowledge of how to implement the Fortnightly Focus and Behaviour Matrix • Have representation on the SWPBS Team <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to focus on creating a positive classroom culture • Implement and have knowledge of the Fortnightly Focus and Behaviour Matrix • Support with refining and embedding the CoRB <p>The Wellbeing Team will:</p> <ul style="list-style-type: none"> • Support staff with implementation to ensure fairness and consistency in approach • Promote understanding through PL, modelling and growing staff capability • Develop a clear plan to support respectful relationships (Bullying Prevention) <p>SIT will:</p> <ul style="list-style-type: none"> • Review the data and evaluate progress against AIP goals | | | |
| Success Indicators | <ul style="list-style-type: none"> - SAS survey data above 70% in all settings - Respectful Relationships Data - AtoSS Data - PULSE Chronicle Data | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Assistant Principal role re-defined ensuring the implementation of Respectful Relationships is implemented across the school. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | <input type="checkbox"/> Respectful Relationships Implementation Team | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 4.b Health and wellbeing | Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing. | | | |
| Actions | Assistant Principal will lead the development of clear, systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing. Attendance Officers will be upskilled in the attendance systems and processes to support teachers and students. | | | |
| Outcomes | Students will: <ul style="list-style-type: none"> • Have opportunities to participate in leadership opportunities o Student Action Teams, captains, class leaders • Be acknowledged/rewarded for excellent attendance • Understand the importance of attendance at school • Know who they can seek assistance from for academic and wellbeing support • Be supported to make connections with peers and have a sense of belonging at school Parents will: <ul style="list-style-type: none"> • Be made aware of the importance of attendance through the Newsletter, Compass, Seesaw • Be supported with plans to improve attendance and engage their child academically at school • Be communicated with if absences are unexplained ES will: <ul style="list-style-type: none"> • Allow students to develop independence in areas of strengths • Provide students with social stories or resources to support academic progress | | | |

| | <p>Teachers will:</p> <ul style="list-style-type: none"> • Teach the importance of attendance • Use explicit teaching norms in the classroom to engage students • Follow up on unexplained absences with parents • Create opportunities to promote student interests • Provide students with options if they are having difficulty engaging with the task <p>SIT will:</p> <ul style="list-style-type: none"> • Continue to promote HITS in teaching practice • Review the data and evaluate progress against AIP goals | | | |
|--|--|---------------------------------------|----------------------------------|--|
| Success Indicators | <p>- AtoSS -Attendance Data -Parent Opinion Survey Data -Student Survey Data</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Attendance Officer clarity and capacity. | <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Student(s) <input type="checkbox"/> Sub School Leader/s | <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 | \$231,473.32 | \$231,473.32 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$85,322.29 | \$85,322.29 | \$0.00 |
| Total | \$316,795.61 | \$316,795.61 | \$0.00 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Leader of Welfare & Child Safety salary offset against Schools Mental Health Menu | \$95,644.00 |
| Totals | \$95,644.00 |

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|---------------|--|--------|--|
| Totals | | \$0.00 | |
|---------------|--|--------|--|

Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Leader of Welfare & Child Safety salary offset against Schools Mental Health Menu | from: Term 1 to: Term 4 | \$85,322.29 | <input type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) |
| Totals | | \$85,322.29 | |

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---|----------------|
| School Nurse | \$60,000.00 |
| Remaining portion of Leader of Welfare & Child Safety | \$1,020,000.00 |
| Speech Therapist | \$22,000.00 |
| 2xES Masterclass Coaches | \$102,000.00 |
| Totals | \$1,204,000.00 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|---|----------------------------------|--------------|--|
| School Nurse | from: Term 1 to: Term 4 | \$59,473.32 | <input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources |
| Remaining portion of Leader of Welfare & Child Safety | from: Term 1 to: Term 4 | \$48,000.00 | <input type="checkbox"/> School-based staffing <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Speech Therapist | from: Term 1 to: Term 4 | \$22,000.00 | <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> Support services |
| 2xES Masterclass Coaches | from: Term 1 to: Term 4 | \$102,000.00 | <input type="checkbox"/> School-based staffing <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> Support services |
| Totals | | \$231,473.32 | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| School Nurse | from: Term 1 to: Term 4 | | |
| Remaining portion of Leader of Welfare & Child Safety | from: Term 1 to: Term 4 | | |

| | | | |
|--------------------------|----------------------------------|--|--------|
| Speech Therapist | from: Term 1 to: Term 4 | | |
| 2xES Masterclass Coaches | from: Term 1 to: Term 4 | | |
| Totals | | | \$0.00 |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| School Nurse | from: Term 1 to: Term 4 | \$0.00 | <input type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) |
| Remaining portion of Leader of Welfare & Child Safety | from: Term 1 to: Term 4 | \$0.00 | <input type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives |
| Speech Therapist | from: Term 1 to: Term 4 | \$0.00 | <input type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students |
| 2xES Masterclass Coaches | from: Term 1 to: Term 4 | | |

| | | | |
|---------------|--|--------|--|
| Totals | | \$0.00 | |
|---------------|--|--------|--|

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------------|---|--|--|----------------------------------|
| <p>Masterclass Coaches - ES x2 (FT) and 2x Teaching & Learning Coaches (0.5 each)</p> <p>-Review 2022 TLI Numeracy implementation and refine the 2023 'Masterclasses' plan to identify reliable data sources with each PLC, identify and embed evidence-informed instructional practices and in 2023 offer authentic opportunities for students to co-design their Masterclass learning.</p> <p>-Build opportunities for Masterclass Coaches to feedback to students, families and staff.</p> <p>-Masterclass Coaches collaborate and provide professional learning/coaching for staff as needs arise.</p> | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Student voice, including input and feedback | <input type="checkbox"/> PLC/PLT Meeting | <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Internal staff <input type="checkbox"/> Student Achievement Manager | <input type="checkbox"/> On-site |
| <p>High performing (low variability across the school, including Specialists) PLCs.</p> | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) | from: Term 1 to: Term 4 | <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Formalised PLC/PLTs | <input type="checkbox"/> PLC/PLT Meeting | <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Internal staff | <input type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------|---|--|---|----------------------------------|
| | <input type="checkbox"/> PLC Leaders | | <input type="checkbox"/> Student voice, including input and feedback | | | |
| Embed the refined GVC ensuring the assessment schedule is implemented with fidelity. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development | <input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting | <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Numeracy leader | <input type="checkbox"/> On-site |
| Develop Peer Observations and embed HITS. | <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised Reflection <input type="checkbox"/> Demonstration lessons | <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Regional Leadership Conferences | <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources Peer Observation Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) | <input type="checkbox"/> On-site |
| Improve student voice, agency and leadership. | <input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Student voice, including input and feedback | <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting | <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources AMPLIFY | <input type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------|---|--|---|----------------------------------|
| | <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Wellbeing Team | | | | | |
| Differentiation & Student Feedback. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Teaching and Learning Coordinator | from: Term 1 to: Term 4 | <input type="checkbox"/> Planning <input type="checkbox"/> Student voice, including input and feedback | <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting | <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> High Impact Teaching Strategies (HITS) | <input type="checkbox"/> On-site |
| Assistant Principal role re-defined ensuring the implementation of Respectful Relationships is implemented across the school. | <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal <input type="checkbox"/> Respectful Relationships Implementation Team | from: Term 1 to: Term 4 | <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Student voice, including input and feedback <input type="checkbox"/> Demonstration lessons | <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Network Professional Learning | <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources RRRR | <input type="checkbox"/> On-site |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Lookout Centre/Designated Teacher | |
|--|--|--|--|--|---|--|