2023 Annual Implementation Plan

for improving student outcomes

William Ruthven Primary School (5544)

Submitted for review by Donald Eddington (School Principal) on 28 December, 2022 at 02:26 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 19 January, 2023 at 01:32 PM
Endorsed by Melinda Spiteri (School Council President) on 31 January, 2023 at 09:01 AM

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	

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	

Engagement	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	

Support	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	

Enter your reflective comments	Despite workforce pressures the school has endeavoured to provide literacy and numeracy support to targeted students on a weekly basis. The learning specialists continue to build their capacity to support planning and teacher practice. The school has had good gains in NAPLAN reading and numeracy and the moving average for Year 5. The school staff survey indicated improvement in collective efficacy, collective focus, collective responsibility, guaranteed and viable curriculum and teacher collaboration. In 2022, the school took part in a causal inquiry on numeracy which highlighted the school's concerns with attendance. In term 4, the school appointed a full time Learning Specialist for numeracy, and a part time (0.6) Learning Specialist for student wellbeing. In 2023, the Literacy Learning Specialist will increase her time fraction to 0.9.

	2022 Parent Opinion Survey data still not available for comment/reflection by the end of the school year,
Considerations for 2023	Focus for 2023 will be to achieve the end of the School Strategic Plan targets - in particular, numeracy and student attendance. In terms of student wellbeing, the focus will be on increasing teacher knowledge and confidence to implement DET's Resilience, Rights and Respectful Relationships program to increase positive student endorsement for the AtoSS: Managing bullying, Stimulated learning and Sense of confidence.
Documents that support this plan	2022 AtoSS data.docx (1.28 MB) 2022 NAPLAN - Years 3 and 5.docx (2.48 MB) 2022 School Staff Survey data.docx (1.25 MB) 2023 Start Up program.docx (10.75 MB) Strategies and protocols for school improvement.docx (1.02 MB)

SSP Goals Targets and KIS

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	To improve literacy and numeracy outcomes for all students
Target 2.1	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: • Fountas and Pinnell level J to be 80 per cent by 2023 Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures: • NAPLAN Reading from 24 per cent between 2017-2019 to 49 per cent by 2023 • NAPLAN Numeracy from 23 per cent between 2017-2019 to 38 per cent by 2023
Target 2.2	Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: • NAPLAN Reading from 15 per cent between 2017-2019 to 33 per cent by 2023 • NAPLAN Numeracy from 21 per cent between 2017-2019 to 27 per cent by 2023

Target 2.3	Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: • NAPLAN Reading two year moving average from 48 per cent in 2018-2019 to 76 per cent by 2023 • NAPLAN Numeracy two year moving average from 76 per cent in 2018-2019 to 77 per cent by 2023
Target 2.4	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: • Collective efficacy from in 61 per cent 2019 to 67 per cent by 2023 • Collective focus on student learning from 85 per cent in 2019 to 87 per cent by 2023 • Collective responsibility from 79 per cent in 2019 to 87 per cent by 2023 • Guaranteed and viable curriculum from 51 per cent in 2019 to 79 per cent by 2023 • Teacher collaboration from 45 per cent in 2019 to 70 per cent by 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed curriculum planning and implementation that appropriately engages and challenges all learners
Key Improvement Strategy 2.b Evaluating impact on learning	Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Enhance teacher pedagogical content knowledge and practice
Key Improvement Strategy 2.d Building practice excellence	Implement an inquiry improvement cycle that draws on evidence-based practice to plan for learning at each student's point of need

Goal 3	To improve student engagement in learning
Target 3.1	Attendance • Reduce average absence days per student from 22 in 2019 to 17 by 2023 • Reduce percentage of students with 20+ days absence from 41 per cent in 2019 to 30 per cent by 2023
Target 3.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: • Academic emphasis from 49 per cent in 2019 to 67 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023

Target 3.3	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:
	
	• Effective teaching practice for cognitive engagement measures:
	
	   - Differentiated learning challenge from 84 per cent in 2019 to 89 per cent by 2023
	
	   - Effective classroom behaviour from 73 per cent in 2019 to 81 per cent by 2023
	
	   - Effective teaching time from 82 per cent in 2019 to 89 per cent by 2023
	
	   - Stimulated learning from 73 per cent in 2019 to 84 per cent by 2023

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed a culture of high expectations that fosters engagement, curiosity and academic rigour

Key Improvement Strategy 3.b Curriculum planning and assessment	Enhance teacher capacity to scaffold and differentiate learning
Key Improvement Strategy 3.c Parents and carers as partners	Establish partnerships with parents and carers and others to enhance student learning and engagement
Goal 4	To improve the health and wellbeing of all students
Target 4.1	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: • Managing bullying at 83 per cent in 2019 to be maintained at this level by 2023 • Sense of connectedness from 82 per cent in 2019 to 83 per cent by 2023
Target 4.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: • Trust in students and parents from 51 per cent in 2019 to 65 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023 Improve the percentage of student attendance data measures: • Students with 20 or more days absent will be reduced from 41 per cent in 2019 to 24 per cent in 2023 • Equity funded students with 20 or more days absent will be reduced from 53 per cent in 2019 to 36 per cent in 2023
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed the whole school approach to health, wellbeing, inclusion and engagement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	By 2023, increase the percentage of P-6 students assessed as at or above the expected against the Victorian Curriculum in: - Reading and Viewing to be 80% - Number and Algebra to be 80% By 2023, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing: - Sense of confidence to be 85% - Resilience to be 85%
To improve literacy and numeracy outcomes for all students	Yes	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: • Fountas and Pinnell level J to be 80 per cent by 2023 Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures: • NAPLAN Reading from 24 per cent between 2017-2019 to 49 per cent by 2023	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: - Level J to be 80% Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures: - Reading to be 49% - Numeracy to be 38%

		• NAPLAN Numeracy from 23 per cent between 2017-2019 to 38 per cent by 2023	
		Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: • NAPLAN Reading from 15 per cent between 2017-2019 to 33 per cent by 2023 • NAPLAN Numeracy from 21 per cent between 2017-2019 to 27 per cent by 2023	Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: - Reading to be 33% - Numeracy to be 27%
		Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: • NAPLAN Reading two year moving average from 48 per cent in 2018-2019 to 76 per cent by 2023 • NAPLAN Numeracy two year moving average from 76 per cent in 2018-2019 to 77 per cent by 2023	Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: - Reading two year moving average to be 76% - Numeracy two year moving average to be 77%
		Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: • Collective efficacy from in 61 per cent 2019 to 67 per cent by 2023 • Collective focus on student learning from 85 per cent in 2019 to 87 per cent by 2023 • Collective responsibility from 79 per cent in 2019 to 87 per cent by 2023 • Guaranteed and viable curriculum from 51 per cent in 2019 to 79 per cent by 2023	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: - Collective efficacy to be 67% - Collective focus on student learning to be 87% - Collective responsibility to be 87% - Guaranteed and viable curriculum to be 79% - Teacher collaboration to be 70%

		• Teacher collaboration from 45 per cent in 2019 to 70 per cent by 2023	
To improve student engagement in learning	Yes	**Attendance** • Reduce average absence days per student from 22 in 2019 to 17 by 2023 • Reduce percentage of students with 20+ days absence from 41 per cent in 2019 to 30 per cent by 2023	Reduce average absence per student to 17 days Reduce percentage of students with 20+ days absence to be 30%
		Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: • Academic emphasis from 49 per cent in 2019 to 67 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Academic emphasis to be 67% - Parent and community involvement to be 70%

		Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:
		
		• Effective teaching practice for cognitive engagement measures:
		
		   - Differentiated learning challenge from 84 per cent in 2019 to 89 per cent by 2023
		
		   - Effective classroom behaviour from 73 per cent in 2019 to 81 per cent by 2023
			Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:
			- Differentiated learning challenge to be 89%
			- Effective classroom behaviour to be 81%
			- Effective teaching time to be 89%
			- Stimulated learning to be 84%

		- Effective teaching time from 82 per cent in 2019 to 89 per cent by 2023 - Stimulated learning from 73 per cent in 2019 to 84 per cent by 2023	
To improve the health and wellbeing of all students	Yes	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: • Managing bullying at 83 per cent in 2019 to be maintained at this level by 2023 • Sense of connectedness from 82 per cent in 2019 to 83 per cent by 2023	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Managing bullying to be 83% - Sense of connectedness to be 83%
		Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: • Trust in students and parents from 51 per cent in 2019 to 65 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023 Improve the percentage of student attendance data measures: • Students with 20 or more days absent will be reduced from 41 per cent in 2019 to 24 per cent in 2023 • Equity funded students with 20 or more days absent will be reduced from 53 per cent in 2019 to 36 per cent in 2023	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Trust in students and parents to be 65% - Parent and community involvement to be 70% Improve the percentage of student attendance data measures: - Students with 20+ days absence to be 30% - Equity-funded students with 20+ days absence to be 36%

Goal 1	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	By 2023, increase the percentage of P-6 students assessed as at or above the expected against the Victorian Curriculum in: - Reading and Viewing to be 80% - Number and Algebra to be 80% By 2023, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing: - Sense of confidence to be 85% - Resilience to be 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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	To improve literacy and numeracy outcomes for all students	
12 Month Target 2.1	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: - Level J to be 80% Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures:	

	- Reading to be 49% - Numeracy to be 38%
12 Month Target 2.2	Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: - Reading to be 33% - Numeracy to be 27%
12 Month Target 2.3	Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: - Reading two year moving average to be 76% - Numeracy two year moving average to be 77%
12 Month Target 2.4	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: - Collective efficacy to be 67% - Collective focus on student learning to be 87% - Collective responsibility to be 87% - Guaranteed and viable curriculum to be 79% - Teacher collaboration to be 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed curriculum planning and implementation that appropriately engages and challenges all learners	No
KIS 2 Evaluating impact on learning	Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning	No
KIS 3 Evidence-based high-impact teaching strategies	Enhance teacher pedagogical content knowledge and practice	Yes
KIS 4 Building practice excellence	Implement an inquiry improvement cycle that draws on evidence-based practice to plan for learning at each student's point of need	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We seek to improve literacy and numeracy outcomes for all students. We recognise that when teachers' learning plans integrate Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, we are best equipped to address the learning needs of all students.	
Goal 3	To improve student engagement in learning	
12 Month Target 3.1	Reduce average absence per student to 17 days Reduce percentage of students with 20+ days absence to be 30%	
12 Month Target 3.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Academic emphasis to be 67% - Parent and community involvement to be 70%	
12 Month Target 3.3	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Differentiated learning challenge to be 89% - Effective classroom behaviour to be 81% - Effective teaching time to be 89% - Stimulated learning to be 84%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed a culture of high expectations that fosters engagement, curiosity and academic rigour	Yes
KIS 2 Curriculum planning and assessment	Enhance teacher capacity to scaffold and differentiate learning	No
KIS 3	Establish partnerships with parents and carers and others to enhance student learning and engagement	No

Parents and carers as partners		
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.	We seek to improve engagement in learning for all students. We know that when teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve.	
Goal 4	To improve the health and wellbeing of all students	
12 Month Target 4.1	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Managing bullying to be 83% - Sense of connectedness to be 83%	
12 Month Target 4.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Trust in students and parents to be 65% - Parent and community involvement to be 70% Improve the percentage of student attendance data measures: - Students with 20+ days absence to be 30% - Equity-funded students with 20+ days absence to be 36%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed the whole school approach to health, wellbeing, inclusion and engagement	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.	We seek to improve the health and wellbeing of all students. Research tells us that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more.

Define Actions, Outcomes and Activities

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	By 2023, increase the percentage of P-6 students assessed as at or above the expected against the Victorian Curriculum in: - Reading and Viewing to be 80% - Number and Algebra to be 80% By 2023, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing: - Sense of confidence to be 85% - Resilience to be 85%
KIS 1 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	- Continue to build teacher capacity to implement whole-school approaches to teaching literacy and numeracy including the implementation of our instructional model and protocols and strategies for school improvement. - Continue to build teacher capacity to collect, track, analyse and use data to plan differentiated learning programs to meet student learning needs (with the support of Numeracy and Literacy Learning Specialists). - Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series and F&P benchmarking). - Learning Specialists to engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice. - Continue to implement GRIN (Getting Reading In Numeracy) and MultiLit (MiniLit and MaqLit) programs to support students who require reading and numeracy intervention. - Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require numeracy and literacy extension. - Literacy and Numeracy Tutors to liaise with classroom teachers about student progress and strategies to be implemented in the classroom and at home.
Outcomes	- Student learning needs will be identified, and targeted support, intervention and extension will be provided. - Students will experience success and celebrate the acquisition of knowledge and skills. - Students will be more confident with their learning and resilient when encountering learning and social challenges.

	- Teachers will confidently and accurately use data to identify learning needs of their students, and differentiated learning programs. - Teachers will develop a deeper understanding of curriculum essentials to ensure students' knowledge and skill mastery.
Success Indicators	By the end of 2023, increase the percentage of P-6 students assessed as at or above the expected against the Victorian Curriculum in: - Reading and Viewing to be 80% - Number and Algebra to be 80% By the end of 2023, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing: - Differentiated learning challenge: 85% positive student endorsement - Stimulated learning: : 80% positive student endorsement By the end of 2023, improve the percentage of positive endorsement in the School Staff survey as measured by: - Collective efficacy - Collective focus on student learning - Collective responsibility.
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Appoint a Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support. - Continue to build teacher capacity to implement whole-school approaches to teaching DET's Resilience, Rights and Respectful Relationships program, including professional development. - Implementation of CASEA program, and build teacher capacity to implement a school-based version of the CASEA program. - Continue to implement termly AtoSS-style surveys of students as a preventative measure with data followed in classrooms.
Outcomes	- Additional human and financial resources available to support students' mental health. - Happier, healthier and more resilient students. - Calm classrooms and calm school yard - Maintenance of positive relationships and social cohesion.
Success Indicators	By the end of 2023, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing: - Sense of confidence to be 85% positive student endorsement - Resilience to be 85% positive student endorsement

Goal 2	To improve literacy and numeracy outcomes for all students
12 Month Target 2.1	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: - Level J to be 80% Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures: - Reading to be 49% - Numeracy to be 38%
12 Month Target 2.2	Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: - Reading to be 33% - Numeracy to be 27%
12 Month Target 2.3	Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: - Reading two year moving average to be 76% - Numeracy two year moving average to be 77%
12 Month Target 2.4	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: - Collective efficacy to be 67% - Collective focus on student learning to be 87% - Collective responsibility to be 87% - Guaranteed and viable curriculum to be 79% - Teacher collaboration to be 70%
KIS 1 Evidence-based high-impact teaching strategies	Enhance teacher pedagogical content knowledge and practice
Actions	- Appointment of a Numeracy Learning Specialist - Implementation of DET's Primary Mathematics and Science Specialist initiative - Engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice. - Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series and Problem solving professional learning series). - Continue to build teacher capacity to collect, track, analyse and use PAT, MOI and DAL data to plan open-ended tasks, with multiple entry and exit points, enabling an increased differentiated numeracy program to meet student learning needs. - Continue to focus on 'cracking the NAPLAN code' by using NAPLAN questions as part of the lesson hooks. - Continue to implement weekly problem-solving classes (30 minutes)

	- Continue to implement GRIN (Getting Reading In Numeracy) to support students who require reading and numeracy intervention. - Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require numeracy extension. - Purchase student manipulatives and resources
Outcomes	- Student learning needs will be identified, and targeted support, intervention and extension will be provided. - Students will experience success and celebrate the acquisition of knowledge and skills. - Teachers will confidently and accurately identify learning needs of their students, and differentiated learning programs. - Teachers will develop a deeper understanding of curriculum essentials to ensure students' knowledge and skill mastery.
Success Indicators	- Students' increased numeracy performance as measured by PAT, MOI and NAPLAN. - Students' increased positive endorsement in the Students Attitudes to School survey as measured by Differentiated learning challenge and Stimulated learning. - Staff increased positive endorsement in the School Staff survey as measured by Collective efficacy, Collective focus on student learning and Collective responsibility.
Goal 3	To improve student engagement in learning
12 Month Target 3.1	Reduce average absence per student to 17 days Reduce percentage of students with 20+ days absence to be 30%
12 Month Target 3.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Academic emphasis to be 67% - Parent and community involvement to be 70%
12 Month Target 3.3	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Differentiated learning challenge to be 89% - Effective classroom behaviour to be 81% - Effective teaching time to be 89% - Stimulated learning to be 84%
KIS 1 Setting expectations and promoting inclusion	Embed a culture of high expectations that fosters engagement, curiosity and academic rigour

Actions	Also see: Goal 1 KIS 1a and Goal 2 - Teachers promote learning confidence in students by extending their self-awareness and encourage metacognition. They develop challenging learning opportunities that are relevant to students' learning potential. Concrete strategies and scaffolded work ensure students are supported to experience success. Students can track and celebrate their own learning growth. (Learner confidence) - Teachers create a stimulating learning environment that supports students to interact and work with each other, led by a dynamic teacher who provides multi-modal instruction and opportunity for higher-order thinking and questioning. Teachers ask students for their input in making the learning fun and interesting. (Stimulated learning) - Implementation of new school values: Respect, Inclusion, Curiosity and Excellence (Doing your best).
Outcomes	See: Goal 1 KIS 1a and Goal 2 - Increased level of student engagement. - Increased level of student attendance.
Success Indicators	Increased percentage of positive endorsement in the Students Attitudes to School survey for: - Differentiated learning challenge: 89% positive student endorsement - Effective classroom behaviour: 81% positive student endorsement - Effective teaching time: 89% positive student endorsement - Stimulated learning: 84% positive student endorsement - Reduction in the average absence per student to 17 days - Reduction in the percentage of students with 20+ days absence to 30%
Goal 4	To improve the health and wellbeing of all students
12 Month Target 4.1	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Managing bullying to be 83% - Sense of connectedness to be 83%
12 Month Target 4.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Trust in students and parents to be 65% - Parent and community involvement to be 70% Improve the percentage of student attendance data measures: - Students with 20+ days absence to be 30% - Equity-funded students with 20+ days absence to be 36%

KIS 1 Setting expectations and promoting inclusion	Embed the whole school approach to health, wellbeing, inclusion and engagement
Actions	Also see: Goal 1 KIS 1.b Continue to work in partnership with parents and carers and NEMA's Health & Wellbeing Support Officer re attendance support. Continue to have increase hours of employment for office-based Education Support staff to follow up on student absences.
Outcomes	Also see: Goal 1 KIS 1.b - Fewer reportable classroom and yard incidents.
Success Indicators	Increased percentage of positive endorsement in the Students Attitudes to School survey for: - Managing bullying: 83% positive student endorsement - Sense of connectedness: 83% positive student endorsement Increased positive endorsement in the School Staff survey for: - Trust in students and parents: 65% positive staff endorsement - Parent and community involvement: 70% positive staff endorsement - Students with 20+ days absence will be reduced to 30% - Equity-funded students with 20+ days absence will be reduced to 36%