

# 2024 Annual Implementation Plan

## for improving student outcomes

William Ruthven Primary School (5544)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2024, 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 2024, 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 at least 85%- Resilience to be at least 85%</p>
To improve literacy and numeracy outcomes for all students	Yes	<p>Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure:</p> <ul style="list-style-type: none"> <li>Fountas and Pinnell level J to be 80 per cent by 2023</li> </ul> <p>Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures:</p> <ul style="list-style-type: none"> <li>NAPLAN Reading from 24 per cent between 2017-2019 to 49 per cent by 2023</li> <li>NAPLAN Numeracy from 23 per cent between 2017-2019 to 38 per cent by 2023</li> </ul>	<p>Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure:- Level J to be 80%Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures:- Reading to be 65%- Numeracy to be 61%</p>
		<p>Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures:</p> <ul style="list-style-type: none"> <li>NAPLAN Reading from 15 per cent between 2017-2019 to 33 per cent by 2023</li> </ul>	<p>Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures:- Reading to be 73%- Numeracy to be 63%</p>

		<ul style="list-style-type: none"> <li>NAPLAN Numeracy from 21 per cent between 2017-2019 to 27 per cent by 2023</li> </ul>	
		<p>Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures:</p> <ul style="list-style-type: none"> <li>NAPLAN Reading two year moving average from 48 per cent in 2018-2019 to 76 per cent by 2023</li> <li>NAPLAN Numeracy two year moving average from 76 per cent in 2018-2019 to 77 per cent by 2023</li> </ul>	NAPLAN benchmark growth cannot be measured due to changes from bands to proficiencies.
		<p>Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures:</p> <ul style="list-style-type: none"> <li>Collective efficacy from in 61 per cent 2019 to 67 per cent by 2023</li> <li>Collective focus on student learning from 85 per cent in 2019 to 87 per cent by 2023</li> <li>Collective responsibility from 79 per cent in 2019 to 87 per cent by 2023</li> <li>Guaranteed and viable curriculum from 51 per cent in 2019 to 79 per cent by 2023</li> <li>Teacher collaboration from 45 per cent in 2019 to 70 per cent by 2023</li> </ul>	<p>Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures:-</p> <ul style="list-style-type: none"> <li>Collective efficacy to be at least 67%-</li> <li>Collective focus on student learning to be at least 87%-</li> <li>Collective responsibility to be at least 87%-</li> <li>Guaranteed and viable curriculum to be at least 79%-</li> <li>Teacher collaboration to be at least 70%</li> </ul>
To improve student engagement in learning	Yes	<p>Attendance</p> <ul style="list-style-type: none"> <li>Reduce average absence days per student from 22 in 2019 to 17 by 2023</li> <li>Reduce percentage of students with 20+ days absence from 41 per cent in 2019 to 30 per cent by 2023</li> </ul>	<p>Reduce average absence per student to 17 days</p> <p>Reduce percentage of students with 20+ days absence to be 30%</p>
		<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:</p> <ul style="list-style-type: none"> <li>Academic emphasis from 49 per cent in 2019 to 67 per cent by 2023</li> </ul>	<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:-</p> <ul style="list-style-type: none"> <li>Academic</li> </ul>

		<ul style="list-style-type: none"> <li>• Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023</li> </ul>	emphasis to be at least 67%- Parent and community involvement to be at least 70%
		<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:</p> <ul style="list-style-type: none"> <li>• Effective teaching practice for cognitive engagement measures: <ul style="list-style-type: none"> <li>- Differentiated learning challenge from 84 per cent in 2019 to 89 per cent by 2023</li> <li>- Effective classroom behaviour from 73 per cent in 2019 to 81 per cent by 2023</li> <li>- Effective teaching time from 82 per cent in 2019 to 89 per cent by 2023</li> <li>- Stimulated learning from 73 per cent in 2019 to 84 per cent by 2023</li> </ul> </li> </ul>	<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:- Differentiated learning challenge to be at least 89%- Effective classroom behaviour to be at least 81%- Effective teaching time to be at least 89%- Stimulated learning to be at least 84%</p>
To improve the health and wellbeing of all students	Yes	<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:</p> <ul style="list-style-type: none"> <li>• Managing bullying at 83 per cent in 2019 to be maintained at this level by 2023</li> <li>• Sense of connectedness from 82 per cent in 2019 to 83 per cent by 2023</li> </ul>	<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:- Managing bullying to be at least 83%- Sense of connectedness to be at least 83%</p>
		<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 51 per cent in 2019 to 65 per cent by 2023</li> <li>• Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023</li> </ul> <p>Improve the percentage of student attendance data measures:</p> <ul style="list-style-type: none"> <li>• Students with 20 or more days absent will be reduced from 41 per cent in 2019 to 24 per cent in 2023</li> <li>• Equity funded students with 20 or more days absent will be reduced from 53 per cent in 2019 to 36 per cent in 2023</li> </ul>	<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:- Trust in students and parents to be at least 65%- Parent and community involvement to be at least 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%</p>

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
<b>12-month target 1.1-month target</b>	By 2024, 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 2024, 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 at least 85% - Resilience to be at least 85%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2024.	
<b>Goal 2</b>	<b>To improve literacy and numeracy outcomes for all students</b>	
<b>12-month target 2.1-month target</b>	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: - Level J to be 80%	

	Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures: - Reading to be 65% - Numeracy to be 61%	
<b>12-month target 2.2-month target</b>	Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures: - Reading to be 73% - Numeracy to be 63%	
<b>12-month target 2.3-month target</b>	NAPLAN benchmark growth cannot be measured due to changes from bands to proficiencies.	
<b>12-month target 2.4-month target</b>	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: - Collective efficacy to be at least 67% - Collective focus on student learning to be at least 87% - Collective responsibility to be at least 87% - Guaranteed and viable curriculum to be at least 79% - Teacher collaboration to be at least 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Embed curriculum planning and implementation that appropriately engages and challenges all learners	No
<b>KIS 2.b</b> Excellence in teaching and learning	Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning	No
<b>KIS 2.c</b> Excellence in teaching and learning	Enhance teacher pedagogical content knowledge and practice	Yes
<b>KIS 2.d</b> Excellence in teaching and learning	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.	
<b>Goal 3</b>	<b>To improve student engagement in learning</b>	
<b>12-month target 3.1-month target</b>	Reduce average absence per student to 17 days Reduce percentage of students with 20+ days absence to be 30%	
<b>12-month target 3.2-month target</b>	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Academic emphasis to be at least 67% - Parent and community involvement to be at least 70%	
<b>12-month target 3.3-month target</b>	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Differentiated learning challenge to be at least 89% - Effective classroom behaviour to be at least 81% - Effective teaching time to be at least 89% - Stimulated learning to be at least 84%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Embed a culture of high expectations that fosters engagement, curiosity and academic rigour	Yes
<b>KIS 3.b</b> Excellence in teaching and learning	Enhance teacher capacity to scaffold and differentiate learning	No
<b>KIS 3.c</b> Community engagement in learning	Establish partnerships with parents and carers and others to enhance student learning and engagement	No

<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>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.</p>	
<p><b>Goal 4</b></p>	<p><b>To improve the health and wellbeing of all students</b></p>	
<p><b>12-month target 4.1-month target</b></p>	<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:  - Managing bullying to be at least 83%  - Sense of connectedness to be at least 83%</p>	
<p><b>12-month target 4.2-month target</b></p>	<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:  - Trust in students and parents to be at least 65%  - Parent and community involvement to be at least 70%</p> <p>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%</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 4.a</b> Positive climate for learning</p>	<p>Embed the whole school approach to health, wellbeing, inclusion and engagement</p>	<p>Yes</p>
<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>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.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	By 2024, 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 2024, 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 at least 85% - Resilience to be at least 85%
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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 Assistant Principal and Numeracy Learning Specialist).</li> <li>- Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).</li> <li>- Assistant Principal and Learning Specialist to engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice.</li> <li>- Continue to implement reading and mathematics intervention programs to support students who require reading and numeracy intervention.</li> <li>- Investigating and then resourcing a Year 4-6 reading intervention program that targets comprehension.</li> <li>- Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) - and introduce a literacy extension program - to support students who require numeracy and literacy extension.</li> </ul>

	<ul style="list-style-type: none"> <li>- Literacy and Numeracy Tutors to liaise with classroom teachers about student progress and strategies to be implemented in the classroom and at home.</li> <li>- Increase consistency within the Prep – Year 2 reading program (Little Learners Love Literacy), with a stronger focus on developing comprehension skills.</li> <li>- Broaden and build classroom teachers' knowledge of reading comprehension strategies (particularly for new and returning teachers).</li> <li>- Appoint an additional Education Support staff member to support students not funded through PSD/Disability and Inclusion.</li> <li>- Implementation of the PLC initiative.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Student learning needs will be identified, and targeted support, intervention and extension will be provided.</li> <li>- Students will experience success and celebrate the acquisition of knowledge and skills.</li> <li>- Students will be more confident with their learning and resilient when encountering learning and social challenges.</li> <li>- Teachers will confidently and accurately use data to identify learning needs of their students, and differentiated learning programs.</li> <li>- Teachers will develop a deeper understanding of curriculum essentials to ensure students' knowledge and skill mastery.</li> </ul>			
<b>Success Indicators</b>	<p>By the end of 2024, increase the percentage of P-6 students assessed as at or above the expected against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing to be 80%</li> <li>- Number and Algebra to be 80%</li> </ul> <p>By the end of 2024, improve the percentage of positive endorsement in the Students Attitudes to School survey of 4-6 students' individual social and emotional wellbeing:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge: At least 85% positive student endorsement</li> <li>- Stimulated learning: At least 80% positive student endorsement</li> </ul> <p>By the end of 2023, improve the percentage of positive endorsement in the School Staff survey as measured by:</p> <ul style="list-style-type: none"> <li>- Collective efficacy</li> <li>- Collective focus on student learning</li> <li>- Collective responsibility.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
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.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

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 Assistant Principal and Numeracy Learning Specialist). This includes providing teachers with release time to complete the one-on-one reading (Fountas and Pinnell benchmarking) and numeracy (Mathematics Online Interview) assessments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Assistant Principal and Learning Specialist to engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to implement reading and mathematics intervention programs to support students who require reading and numeracy intervention.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigating and then resourcing a Year 4-6 reading intervention program that targets comprehension.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) - and introduce a literacy extension program - to support students who require numeracy and literacy extension.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Literacy and Numeracy Tutors to liaise with classroom teachers about student progress and strategies to be implemented in the classroom and at home.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Increase consistency within the Prep – Year 2 reading program (Little Learners Love Literacy), with a stronger focus on developing comprehension skills.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Broaden and build classroom teachers' knowledge of reading comprehension strategies (particularly for new and returning teachers).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint an additional Education Support staff member to support students not funded through PSD/Disability and Inclusion.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,500.00  <input checked="" type="checkbox"/> Equity funding will be used
- Implementation of the PLC initiative.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Assistant Principal to take on the role of Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support.</li> <li>- Continue to build teacher capacity to implement whole-school approaches to teaching DET's Resilience, Rights and Respectful Relationships program.</li> <li>- Continue to implement termly AtoSS-style surveys of students as a preventative measure with data followed in classrooms.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Additional human and financial resources available to support students' mental health.</li> <li>- Happier, healthier and more resilient students.</li> <li>- Calm classrooms and calm school yard</li> <li>- Maintenance of positive relationships and social cohesion.</li> </ul>			
<b>Success Indicators</b>	<p>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:</p> <ul style="list-style-type: none"> <li>- Sense of confidence to be at least 85% positive student endorsement</li> <li>- Resilience to be at least 85% positive student endorsement</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Assistant Principal to take on the role of Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,957.50  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Continue to build teacher capacity to implement whole-school approaches to teaching DET's Resilience, Rights and Respectful Relationships program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Continue to implement termly AtoSS-style surveys of students as a preventative measure with data followed in classrooms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students			
<b>12-month target 2.1 target</b>	<p>Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure:</p> <ul style="list-style-type: none"> <li>- Level J to be 80%</li> </ul> <p>Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures:</p> <ul style="list-style-type: none"> <li>- Reading to be 65%</li> <li>- Numeracy to be 61%</li> </ul>			
<b>12-month target 2.2 target</b>	<p>Percentage of Year 3 students in the NAPLAN top two proficiencies in the following measures:</p> <ul style="list-style-type: none"> <li>- Reading to be 73%</li> <li>- Numeracy to be 63%</li> </ul>			
<b>12-month target 2.3 target</b>	NAPLAN benchmark growth cannot be measured due to changes from bands to proficiencies.			
<b>12-month target 2.4 target</b>	<p>Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures:</p> <ul style="list-style-type: none"> <li>- Collective efficacy to be at least 67%</li> <li>- Collective focus on student learning to be at least 87%</li> <li>- Collective responsibility to be at least 87%</li> <li>- Guaranteed and viable curriculum to be at least 79%</li> <li>- Teacher collaboration to be at least 70%</li> </ul>			
<b>KIS 2.c</b> Evidence-based high-impact teaching strategies	Enhance teacher pedagogical content knowledge and practice			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Continue to implementation of DET's Primary Mathematics and Science Specialist initiative</li> <li>- Engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice.</li> <li>- Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).</li> <li>- 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.</li> <li>- Continue to focus on 'cracking the NAPLAN code' by using NAPLAN questions as part of the lesson hooks.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Continue to implement weekly problem-solving classes (30 minutes)</li> <li>- Continue to implement targeted reading and numeracy programs to support students who require reading and numeracy intervention.</li> <li>- Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require numeracy extension.</li> <li>- Implement literacy extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require literacy extension.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Student learning needs will be identified, and targeted support, intervention and extension will be provided.</li> <li>- Students will experience success and celebrate the acquisition of knowledge and skills.</li> <li>- Teachers will confidently and accurately identify learning needs of their students, and differentiated learning programs.</li> <li>- Teachers will develop a deeper understanding of curriculum essentials to ensure students' knowledge and skill mastery.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Students' increased numeracy performance as measured by PAT, MOI and NAPLAN.</li> <li>- Students' increased positive endorsement in the Students Attitudes to School survey as measured by Differentiated learning challenge and Stimulated learning.</li> <li>- Staff increased positive endorsement in the School Staff survey as measured by Collective efficacy, Collective focus on student learning and Collective responsibility.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Continue to implementation of DET's Primary Mathematics and Science Specialist initiative	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$135,983.00  <input checked="" type="checkbox"/> Other funding will be used
- Engage classroom teachers in coaching, mentoring and feedback to strengthen teaching practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	
- 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.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Continue to focus on 'cracking the NAPLAN code' by using NAPLAN questions as part of the lesson hooks.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Continue to implement weekly problem-solving classes (30 minutes)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Continue to implement targeted reading and numeracy programs to support students who require reading and numeracy intervention.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$71,721.07 <input checked="" type="checkbox"/> Other funding will be used
- Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require numeracy extension.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,495.00
- Implement literacy extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) to support students who require literacy extension.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,495.00 <input checked="" type="checkbox"/> Other funding will be used

<b>Goal 3</b>	To improve student engagement in learning
<b>12-month target 3.1 target</b>	Reduce average absence per student to 17 days Reduce percentage of students with 20+ days absence to be 30%
<b>12-month target 3.2 target</b>	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Academic emphasis to be at least 67% - Parent and community involvement to be at least 70%
<b>12-month target 3.3 target</b>	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Differentiated learning challenge to be at least 89% - Effective classroom behaviour to be at least 81% - Effective teaching time to be at least 89% - Stimulated learning to be at least 84%
<b>KIS 3.a</b> Setting expectations and promoting inclusion	Embed a culture of high expectations that fosters engagement, curiosity and academic rigour
<b>Actions</b>	Also see: Goal 1 KIS 1a and Goal 2  - Maintain an attendance officer to follow up on student absences. - Teachers to engage in weekly engagement and wellbeing meetings to address and target emerging issues. Develop and implement an engagement and wellbeing action plan. - 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) - Continued implementation of new school values: Respect, Inclusion, Curiosity and Excellence (Doing your best). - Continue to build school connectedness with families via community events (which will require subsidisation). - Appointment of a music teacher and introduction of a music program (includes purchasing instruments).
<b>Outcomes</b>	See: Goal 1 KIS 1a and Goal 2

	<ul style="list-style-type: none"> <li>- Increased level of student engagement.</li> <li>- Increased level of student attendance (due to a special subject to take place on 3-4 days per week).</li> </ul>			
<b>Success Indicators</b>	<p>Increased percentage of positive endorsement in the Students Attitudes to School survey for:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge: At least 89% positive student endorsement</li> <li>- Effective classroom behaviour: At least 81% positive student endorsement</li> <li>- Effective teaching time: At least 89% positive student endorsement</li> <li>- Stimulated learning: At least 84% positive student endorsement</li> </ul> <ul style="list-style-type: none"> <li>- Reduction in the average absence per student to 17 days</li> <li>- Reduction in the percentage of students with 20+ days absence to 30%</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
- Maintain an attendance officer to follow up on student absences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,343.26  <input checked="" type="checkbox"/> Equity funding will be used
- Teachers to engage in weekly engagement and wellbeing meetings to address and target emerging issues. Develop and implement an engagement and wellbeing action plan.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- 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)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- 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	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

higher-order thinking and questioning. Teachers ask students for their input in making the learning fun and interesting. (Stimulated learning)			to: Term 4	
- Continued implementation of new school values: Respect, Inclusion, Curiosity and Excellence (Doing your best).	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Appointment of a music teacher and introduction of a music program (includes purchasing \$3000.00 worth of instruments).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00
- Continue to build school connectedness with families via community events (which will require subsidisation).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To improve the health and wellbeing of all students			
<b>12-month target 4.1 target</b>	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: - Managing bullying to be at least 83% - Sense of connectedness to be at least 83%			
<b>12-month target 4.2 target</b>	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: - Trust in students and parents to be at least 65% - Parent and community involvement to be at least 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%			
<b>KIS 4.a</b>	Embed the whole school approach to health, wellbeing, inclusion and engagement			

Setting expectations and promoting inclusion				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Assistant Principal to take on the role of Disability and Inclusion Leader to support staff to improve the academic, health and wellbeing of all students - but particularly students with identified needs.</li> <li>- Teachers to engage in weekly engagement and wellbeing meetings to address and target emerging issues.</li> <li>- Continue to implement the school's Behaviour Management charts/approaches which includes documentation of incidents on Compass.</li> </ul>			
<b>Outcomes</b>	<p>Also see: Goal 1 KIS 1.b</p> <ul style="list-style-type: none"> <li>- Fewer reportable classroom and yard incidents.</li> <li>- Successful implementation of Disability and Inclusion initiatives.</li> </ul>			
<b>Success Indicators</b>	<p>Increased percentage of positive endorsement in the Students Attitudes to School survey for:</p> <ul style="list-style-type: none"> <li>- Managing bullying: At least 83% positive student endorsement</li> <li>- Sense of connectedness: At least 83% positive student endorsement</li> </ul> <p>Increased positive endorsement in the School Staff survey for:</p> <ul style="list-style-type: none"> <li>- Trust in students and parents: At least 65% positive staff endorsement</li> <li>- Parent and community involvement: At least 70% positive staff endorsement</li> </ul> <ul style="list-style-type: none"> <li>- Students with 20+ days absence will be reduced to 30%</li> <li>- Equity-funded students with 20+ days absence will be reduced to 36%</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<ul style="list-style-type: none"> <li>- Assistant Principal to take on the role of Disability and Inclusion Leader to support staff to improve the academic, health and wellbeing of all students - but particularly students with identified needs.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,443.26  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<ul style="list-style-type: none"> <li>- Teachers to engage in weekly engagement and wellbeing meetings to address and target emerging issues.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
- Continue to implement the school's Behaviour Management charts/approaches which includes documentation of incidents on Compass.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$150,843.26	\$150,843.26	\$0.00
Disability Inclusion Tier 2 Funding	\$118,443.26	\$118,443.26	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
<b>Total</b>	<b>\$297,244.02</b>	<b>\$297,244.02</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
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 Assistant Principal and Numeracy Learning Specialist). This includes providing teachers with release time to complete the one-on-one reading (Fountas and Pinnell benchmarking) and numeracy (Mathematics Online Interview) assessments.	\$13,500.00
Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).	\$30,000.00
Investigating and then resourcing a Year 4-6 reading intervention program that targets comprehension.	\$15,000.00
Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) - and introduce a literacy extension program - to support students who require numeracy and literacy extension.	\$23,000.00

Increase consistency within the Prep – Year 2 reading program (Little Learners Love Literacy), with a stronger focus on developing comprehension skills.	\$2,500.00
Appoint an additional Education Support staff member to support students not funded through PSD/Disability and Inclusion.	\$41,500.00
- Assistant Principal to take on the role of Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support.	\$27,957.50
- Maintain an attendance officer to follow up on student absences.	\$15,343.26
- Continue to build school connectedness with families via community events (which will require subsidisation).	\$10,000.00
- Assistant Principal to take on the role of Disability and Inclusion Leader to support staff to improve the academic, health and wellbeing of all students - but particularly students with identified needs.	\$118,443.26
<b>Totals</b>	<b>\$297,244.02</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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 Assistant Principal and Numeracy Learning Specialist). This includes providing teachers with release time to complete the one-on-one reading (Fountas and Pinnell	from: Term 1 to: Term 4	\$13,500.00	<input checked="" type="checkbox"/> CRT

benchmarking) and numeracy (Mathematics Online Interview) assessments.			
Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> CRT
Investigating and then resourcing a Year 4-6 reading intervention program that targets comprehension.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Assets
Continue to implement mathematics extension classes (Years 3 - 6) and Victorian High Ability program (Years 5 - 6) - and introduce a literacy extension program - to support students who require numeracy and literacy extension.	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> School-based staffing
Increase consistency within the Prep – Year 2 reading program (Little Learners Love Literacy), with a stronger focus on developing comprehension skills.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Appoint an additional Education Support staff member to support students not funded through PSD/Disability and Inclusion.	from: Term 1 to: Term 4	\$41,500.00	<input checked="" type="checkbox"/> School-based staffing
- Maintain an attendance officer to follow up on student absences.	from: Term 1 to: Term 4	\$15,343.26	<input checked="" type="checkbox"/> School-based staffing

- Continue to build school connectedness with families via community events (which will require subsidisation).	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other External providers
<b>Totals</b>		\$150,843.26	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
- Assistant Principal to take on the role of Disability and Inclusion Leader to support staff to improve the academic, health and wellbeing of all students - but particularly students with identified needs.	from: Term 1 to: Term 4	\$118,443.26	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
<b>Totals</b>		\$118,443.26	

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

Activities and milestones	When	Funding allocated (\$)	Category
- Assistant Principal to take on the role of Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support.	from: Term 1 to: Term 4	\$27,957.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$27,957.50	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Continue to deliver/provide evidence-based professional learning for classroom teachers (e.g., Teaching mathematics professional learning series).	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Increase consistency within the Prep – Year 2 reading program (Little Learners Love Literacy), with a stronger focus on developing comprehension skills.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Broaden and build classroom teachers' knowledge of reading comprehension strategies (particularly for new and returning teachers).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Implementation of the PLC initiative.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site