

2024 Annual Implementation Plan

for improving student outcomes

Coolaroo South Primary School (5554)



Submitted for review by Anne-Maree Grozdanoski (School Principal) on 16 February, 2024 at 09:04 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 23 February, 2024 at 05:23 PM
Endorsed by Farha Naaz (School Council President) on 25 March, 2024 at 04:24 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

--	--	--

Support and resources	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	
Considerations for 2024	
Documents that support this plan	2024 AIP Progress.pptx (3.63 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal 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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2024, increase the percentage of students achieving at or above the expected level in Number and Algebra from 71% (2023) to 74%
To improve the learning growth of every student.	Yes	<p>By 2027, maintain or increase the percentage of students achieving at or above level against the Victorian Curriculum according to Teacher Judgement in Semester 2 in:</p> <ul style="list-style-type: none"> • Reading and viewing from 81% (2022) to 81% (2027) • Number & algebra from 71% (2022) to 75% (2027) • Writing from 73% (2022) to 75% (2027) 	By 2024, maintain or improve the percentage of students achieving at or above the expected level in Reading and Viewing from 81% (2023) to 81% (2027) By 2024 improve the percentage of students achieving at or above the expected level in Writing from 73% (2023) to 74%.
		<p>By 2027, increase the percentage of students in the Exceeding or Strong proficiency level in NAPLAN as follows:</p> <p>YEAR 3 STUDENTS</p> <ul style="list-style-type: none"> • Reading from 30% (2023) to 49% • Writing from 39% (2023) to 54% • Numeracy from 30% (2023) to 44% <p>YEAR 5 STUDENTS</p> <ul style="list-style-type: none"> • Reading from 44% (2023) to 60% • Writing from 35% (2023) to 60% • Numeracy from 33% (2023) to 50% 	By 2024, increase the percentage of students in the Exceeding or Strong proficiency level in NAPLAN as follows:YEAR 3 STUDENTS Reading from 30% (2023) to 35%Writing from 39% (2023) to 44%Numeracy from 30% (2023) to 34%YEAR 5 STUDENTS Reading from 44% (2023) to 48%Writing from 35% (2023) to 40%Numeracy from 33% (2023) to 37%

		<p>By 2027, maintain or increase the percentage of positive responses on the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 97% (2023) to 97% (2027) • Differentiated learning challenge from 97% (2023) to 97% (2027) • Motivation and interest from 92% (2023) to 92% (2027) 	<p>Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas. • Stimulated learning from 97% • Differentiated Learning Challenge 97% • Motivation and interest 92%</p>
		<p>By 2027, increase or maintain the percentage positive response on the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collective focus on student learning from 89% (2023) to 96% (2027) • Academic emphasis from 59% (2023) to 66% (2027) • Collective responsibility from 79% (2023) to 86% (2027) • Guaranteed and viable curriculum from 83% (2023) to 90% (2027) 	<p>Increase the percentage of positive responses in the Staff Survey in the following areas. • Collective Focus on Student Learning from 89% to 91% • Academic Emphasis from 59% to 61% • Collective Responsibility from 79% to 81% • Guaranteed and Viable Curriculum from 83% to 85%</p>
To improve wellbeing outcomes of every student	Yes	<p>By 2027, maintain or increase the percentage of positive responses on the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 90% (2023) to 94% • Student voice and agency from 92% (2023) to 92% • Emotional awareness and regulation from 87% (2023) to 90% • Self-regulation and goal setting from 92% (2023) to 92% 	<p>Increase the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas. • Sense of Connectedness from 90% to 91% • Emotional awareness and regulation from 87% to 88% Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas. • Student Voice and Agency 94% • Self-regulation and goal setting 92%</p>
		<p>By 2027, reduce the average absence from 28.5 days (2023) to 24.5 days (2027).</p>	<p>By 2024, decrease the average absence days from 28.5 (2023) to 27.5 (2024)</p>
		<p>By 2027, increase the average student responses for Resilience on the commercial students survey used by the school from 3.54 (2023) to 3.74.</p>	<p>By 2024, increase the average student responses for Resilience in PIVOT survey from 3.54 to 3.59.</p>

Goal 1	Priorities goal 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.	
12-month target 1.1-month target	By 2024, increase the percentage of students achieving at or above the expected level in Number and Algebra from 71% (2023) to 74%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.		
Goal 2	To improve the learning growth of every student.	
12-month target 2.1-month target	By 2024, maintain or improve the percentage of students achieving at or above the expected level in Reading and Viewing from 81% (2023) to 81% (2027) By 2024 improve the percentage of students achieving at or above the expected level in Writing from 73% (2023) to 74%.	
12-month target 2.2-month target	By 2024, increase the percentage of students in the Exceeding or Strong proficiency level in NAPLAN as follows: YEAR 3 STUDENTS	

	<p>Reading from 30% (2023) to 35%</p> <p>Writing from 39% (2023) to 44%</p> <p>Numeracy from 30% (2023) to 34%</p> <p>YEAR 5 STUDENTS</p> <p>Reading from 44% (2023) to 48%</p> <p>Writing from 35% (2023) to 40%</p> <p>Numeracy from 33% (2023) to 37%</p>	
12-month target 2.3-month target	<p>Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Stimulated learning from 97% •Differentiated Learning Challenge 97% •Motivation and interest 92% 	
12-month target 2.4-month target	<p>Increase the percentage of positive responses in the Staff Survey in the following areas.</p> <ul style="list-style-type: none"> •Collective Focus on Student Learning from 89% to 91% •Academic Emphasis from 59% to 61% •Collective Responsibility from 79% to 81% •Guaranteed and Viable Curriculum from 83% to 85% 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Teaching and learning	Embed the school's pedagogical model across all areas of the curriculum.	Yes
KIS 2.b Teaching and learning	Develop a common approach to curriculum planning and documentation across the school.	No
KIS 2.c Assessment	Build staff capacity to respond to the learning needs of individual students and groups.	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>Focusing on embedding the school's pedagogical model across curriculum areas aligns with our new strategic plan, which emphasizes the importance of consistency and coherence in teaching practices. With an increase in new staff and graduate teachers, it's crucial to ensure everyone is equipped with a clear understanding of the school's pedagogical approach to maintain consistency in delivery. Deepening our knowledge of high-impact teaching strategies and their alignment with the pedagogical model allows us to refine our instructional practices effectively. The analysis of NAPLAN data indicates reading and numeracy to be an area of focus for 2024.</p>	
<p>Goal 3</p>	<p>To improve wellbeing outcomes of every student</p>	
<p>12-month target 3.1-month target</p>	<p>Increase the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Sense of Connectedness from 90% to 91% •Emotional awareness and regulation from 87% to 88% <p>Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Student Voice and Agency 94% •Self-regulation and goal setting 92% 	
<p>12-month target 3.2-month target</p>	<p>By 2024, decrease the average absence days from 28.5 (2023) to 27.5 (2024)</p>	
<p>12-month target 3.3-month target</p>	<p>By 2024, increase the average student responses for Resilience in PIVOT survey from 3.54 to 3.59.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Engagement</p>	<p>Build staff capacity to respond to the wellbeing needs of individual students and groups.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Continue targeted intervention practices and protocols that promote attendance.</p>	<p>No</p>

KIS 3.c Teaching and learning	Build student capacity to consistently set challenging learning goals and monitor their own learning growth.	No
KIS 3.d Support and resources	Embed strategies to support and celebrate diversity and inclusion across the school.	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.	Building staff capacity to respond to the well-being needs of individual students and groups was chosen as a key improvement strategy for 2024 due to several reasons. First and foremost, the wellbeing of students significantly impacts their ability to learn and thrive academically, socially, and emotionally. By enhancing staff capacity in this area, we can create a more supportive and nurturing learning environment that meets the diverse needs of our students. Prioritizing staff training and resources to effectively address wellbeing needs, we can better equip educators to foster positive relationships, identify early signs of mental health needs or challenges, and implement appropriate interventions to support students.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal 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.
12-month target 1.1 target	By 2024, increase the percentage of students achieving at or above the expected level in Number and Algebra from 71% (2023) to 74%
KIS 1.a 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
Actions	Build staff capacity in assessment and differentiation in mathematics in order to identify and meet student learning needs.
Outcomes	WHOLE SCHOOL LEVEL Leaders will: <ul style="list-style-type: none"> - support teaching staff to build assessment and differentiation practices through clear processes and professional learning. - support teaching staff to revise Mathematics scope and sequence in accordance with Mathematics Victorian Curriculum 2.0 - monitor student achievement and growth across cohorts - support teaching staff to build capacity of the Victorian Curriculum 2.0 and develop a Guaranteed Viable Curriculum in Number and Algebra - ensure PLCs engage in reflective practice, evaluate and plan curriculum, assessments, lessons CLASSROOM LEVEL Teachers will: <ul style="list-style-type: none"> - identify student learning needs in numeracy based on diagnostic assessment data - plan for differentiation based on student learning numeracy data - provide students with the opportunity to work at their level using differentiated resources - provide targeted academic support to students through numeracy goals in IEPs.

	<ul style="list-style-type: none"> - ensure students in need of targeted interventions are identified and supported, working with learning tutors <p>INDIVIDUAL AND SMALL GROUP LEVEL Students and parents/carers will:</p> <ul style="list-style-type: none"> - require targeted Numeracy academic support or intervention will be identified and supported - know what their next steps are to progress their learning - to experience success and celebrate the acquisition of knowledge - be informed on student progress and how they can best support their child 			
Success Indicators	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> - Curriculum documentation will show plans for differentiation in Numeracy - Formative and summative numeracy assessments will show student learning growth - Student IEPs will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed. <p>LATE INDICATORS</p> <ul style="list-style-type: none"> - Victorian Curriculum teacher judgments will show increased learning growth in number and algebra - The percentage of students in NAPLAN exceeding and strong proficiency will increase - AtoSS factors (stimulated learning) will increase 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>PROFESSIONAL LEARNING (PLC, Collaborative Planning, Staff Briefing)</p> <ul style="list-style-type: none"> - schedule and organise professional learning in Mathematics - instructional framework/Model in Numeracy (new and existing staff) - formative assessment and collecting, analysing, responding to and monitoring data - Mathematicians Toolkit and Mathematics Resources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>LEARNING WALKS</p> <ul style="list-style-type: none"> - Organise Learning Walks each term to observe staff practice and collect data on, instructional model, student 	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

experiences of mathematics assessment and differentiation.				<input checked="" type="checkbox"/> Other funding will be used
STUDENTS AT RISK - Review and update IEPs to include numeracy goals, adjustments and supports for selected students 'at risk'. (12 months below and 12 months above)	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
CURRICULUM - Review and update Mathematics Scope and Sequence in line with new curriculum.	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
COACHING AND FEEDBACK - Support staff to develop a clear understanding of the teaching practices in Numeracy Instructional Model through; -Individual coaching and feedback	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
SUPPORTING TEAMS Collaborative Planning and PLC support through; - Weekly numeracy planning - PL around the use of the Mathematics Curriculum Planning Guide and Mathematics Toolkit and Resources - PL and support around sequence of learning in Mathematics - PL around the PLC focus areas	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PROFESSIONAL LEARNING COMMUNITIES - provide one to one support to PLC facilitators (Michaela Novak)	<input checked="" type="checkbox"/> Numeracy support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00
ASSESSMENT AND REPORTING Support and develop teacher capacity for collection and analysis of	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Numeracy data by;</p> <ul style="list-style-type: none"> - providing guidance and support with pre and post assessments - documenting and communicating clear expectations for data collection (scripts) - identifying and communicating reliable sources of data to be used for setting goals / teacher judgement - updating, monitoring and communicating assessment schedule timelines - monitoring numeracy data and sharing with teams and SIT 			<p>to: Term 4</p>	
<p>Goal 2</p>	<p>To improve the learning growth of every student.</p>			
<p>12-month target 2.1 target</p>	<p>By 2024, maintain or improve the percentage of students achieving at or above the expected level in Reading and Viewing from 81% (2023) to 81% (2027)</p> <p>By 2024 improve the percentage of students achieving at or above the expected level in Writing from 73% (2023) to 74%.</p>			
<p>12-month target 2.2 target</p>	<p>By 2024, increase the percentage of students in the Exceeding or Strong proficiency level in NAPLAN as follows:</p> <p>YEAR 3 STUDENTS Reading from 30% (2023) to 35% Writing from 39% (2023) to 44% Numeracy from 30% (2023) to 34%</p> <p>YEAR 5 STUDENTS Reading from 44% (2023) to 48% Writing from 35% (2023) to 40% Numeracy from 33% (2023) to 37%</p>			
<p>12-month target 2.3 target</p>	<p>Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Stimulated learning from 97% •Differentiated Learning Challenge 97% 			

	<ul style="list-style-type: none"> •Motivation and interest 92%
12-month target 2.4 target	<p>Increase the percentage of positive responses in the Staff Survey in the following areas.</p> <ul style="list-style-type: none"> •Collective Focus on Student Learning from 89% to 91% •Academic Emphasis from 59% to 61% •Collective Responsibility from 79% to 81% •Guaranteed and Viable Curriculum from 83% to 85%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model across all areas of the curriculum.
Actions	Develop teachers' content knowledge, understanding of the school's pedagogical model, and application of HITS in reading.
Outcomes	<p>WHOLE SCHOOL LEVEL</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - support staff through professional learning that allows for development of a deepened understanding of curriculum content, instructional practices in Reading and data literacy - implement coaching and mentoring that supports instructional practices, planning and assessment of student learning in reading - lead teachers to evaluate practice in line with the High Impact Teaching Strategies - lead professional learning teams to build consistent planning processes that are collaborative and informed by student data - monitor student achievement and growth across cohorts - articulate clear focuses for PLC inquiries using student data analysis - provide professional learning, focusing on the data and evidence to inform planning, set student goals and monitor - maintain high expectations about the differentiated support being provided and the need for ongoing monitoring of student learning through the PDP process, learning walks, coaching conversations and ongoing feedback <p>CLASSROOM LEVEL</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - regularly meet to engage in reflective practice, evaluate and moderate assessment tasks to develop differentiated lessons in

	<p>Reading</p> <ul style="list-style-type: none"> - use the assessment schedule and the collaboratively developed approach to assessment administration to ensure consistency across teams and cohorts - implement effective PLC inquiry cycles in reading using the CSPS PLC Guide - regularly communicate with students and parents, regarding student learning progress - actively participate in discussion focused on student data from a range of sources to inform planning and teaching - effectively use reading data walls to track reading progress - use visible consistent approaches to pedagogical practices using the agreed upon instructional model in reading - ensure students in need of targeted interventions are identified and supported, working with learning tutors - plan for differentiated individual and small group instruction units of work developed with documented differentiated opportunities - improve their knowledge through engagement in professional learning centred on Pedagogical Instructional Practices and High Impact Teaching Strategies <p>INDIVIDUAL AND SMALL GROUP LEVEL</p> <p>Students will:</p> <ul style="list-style-type: none"> - know how lessons are structured and articulate learning intentions and success criteria - articulate personal learning goals and monitor their progress against the goals (introduce goal setting in reading term 3) - receive regular feedback on learning progress through conferences, goal setting and small group instruction - participate in differentiated, point of need learning tasks to support learning success ie: just right texts, levelled texts
<p>Success Indicators</p>	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> - Teachers' formative assessment data and summative teacher judgements against the Victorian Curriculum achievement standards will reflect student growth - Classroom observations and learning walks demonstrating the consistent use of the CSPS Instructional Model which embeds HITS and learning environment - PLC inquiry documentation and data that shows improvement in student learning outcomes and teacher practices - Individual learning goals (IEP) developed, regularly monitored and achieved - Student data used to identify students for tutor program and post program data reflects growth - Planning minutes reflect data analysis using the data wall - Weekly planning documentation shows evidence of planning for learning at individual students' point of need and differentiated tasks - Weekly planning documentation demonstrating clear and concise learning intentions and success criteria aligned to continuums of learning, points of growth.

	LATE INDICATORS - NAPLAN results showing benchmark growth in line with targets - Semester 2 Teacher Judgement reflecting minimum 12 months growth for all students. - The use of Data walls tracking student learning growth across the whole school			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PROFESSIONAL LEARNING (PLC, Collaborative Planning, Staff Briefings) - Schedule and organise professional learning in English - Understanding elements of the CSPS Pedagogical model and effective instructional practices that embed evidence based High Impact Teaching Strategies in reading - Formative assessment and collecting, analysing, responding to and monitoring data	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
LEARNING WALKS - Organise Learning Walks each term to observe staff practice and collect data on, instructional model, student experiences of Literacy assessment and differentiation.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
STUDENTS AT RISK - Review and update IEPs to include reading goals, adjustments and supports for selected students 'at risk'. (12 months below and 12 months above)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
COACHING AND FEEDBACK - Support staff to develop a clear understanding of the teaching practices in Reading Instructional Model through; individual coaching and feedback	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>PEER OBSERVATION - Conduct Peer Observations as part of implement and monitor phase of PLC with a focus on differentiation and adjustments in reading.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
<p>SUPPORTING TEAMS Collaborative Planning and PLC support through; -Weekly literacy planning</p>	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ASSESSMENT AND REPORTING Support and develop teacher capacity for collection and analysis of Reading data by; - implementation of reading data wall - provide guidance and support with pre and post assessments - documenting and communicating clear expectations for data collection (scripts)</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>PROFESSIONAL LEARNING COMMUNITIES - provide one to one support for PLC Facilitators (Michaela Novak)</p>	<input checked="" type="checkbox"/> Literacy support	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00
<p>Goal 3</p>	To improve wellbeing outcomes of every student			
<p>12-month target 3.1 target</p>	<p>Increase the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Sense of Connectedness from 90% to 91% •Emotional awareness and regulation from 87% to 88% <p>Maintain the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> •Student Voice and Agency 94% •Self-regulation and goal setting 92% 			

12-month target 3.2 target	By 2024, decrease the average absence days from 28.5 (2023) to 27.5 (2024)
12-month target 3.3 target	By 2024, increase the average student responses for Resilience in PIVOT survey from 3.54 to 3.59.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff capacity to respond to the wellbeing needs of individual students and groups.
Actions	Strengthen the school's established approach to student mental health and wellbeing.
Outcomes	<p>WHOLE SCHOOL LEVEL Leaders will:</p> <ul style="list-style-type: none"> - provide PL on (HIGH IMPACT WELLBEING STRATEGIES) to support staff with tier one behaviour within the classroom - document and establish a shared understanding of the schools tiered interventions and behaviour support plans - work with the wellbeing team to refine the whole-school scope & sequence (SEL) - lead professional learning and support all staff to record and document adjustments - support Education Support Staff to explore the important role they play in supporting students by making targeted adjustments based on student needs - monitor student data and implement whole school Blitz in areas of need example Resilience <p>CLASSROOM LEVEL Teachers will:</p> <ul style="list-style-type: none"> - implement an integrated approach to the teaching of the wellbeing curriculum - use consistent language (HIWS) - manage tier one behaviours with greater confidence - identify 'at-risk' students and seek support to provide appropriate interventions - model enhanced personal resilience and wellbeing strategies - promote and model whole school blitz according to the needs - follow the schools referral process <p>INDIVIDUAL AND SMALL GROUP LEVEL</p>

	<p>Students will:</p> <ul style="list-style-type: none"> - identify and name their emotions and build emotional regulation skills - feel safe, connected and supported in their learning environment - build their understanding of resilience and draw upon strategies for overcoming challenges - receive wellbeing support targeted to individual and group needs 			
Success Indicators	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> - planning documents reflect integrated planning of the capabilities and wellbeing curriculum - planning documents reflect a range of tiered interventions - whole-school approach to responding to student behaviour documented (matrix) - staff have undertaken PL to support their ability to identify wellbeing needs of students - increased student referrals to Wellbeing Team <p>LATE INDICATORS</p> <ul style="list-style-type: none"> - data will show improved positive endorsement of the AtoSS factor 'Resilience' and Staff Survey factor 'Build Resilience' and a 'Resilient, Supportive Environment' - Wellbeing scope and sequence clearly documented - embedded HIWS 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> - session with Dr Mary Raftopoulos "Working with traumatised children: staying sane.' - NCESE Conference "Reaching Out to Our Most Disengaged and Vulnerable Students.' -DI familiarisation professional learning sessions for teaching staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>SUPPORTING TEAMS</p> <ul style="list-style-type: none"> - review and refine whole school curriculum scope and sequence aligned with the Victorian Curriculum personal/social capabilities and inclusive of the Resilience, Rights and Respectful Relationships Curriculum, Berry Street Model and Cyber Safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Program - whole school Blitz on areas of need				
ASSESSMENT AND REPORTING - administer weekly student PIVOT Wellbeing Check in survey	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
STUDENTS AT RISK - provide emotional support through Delta Classroom Canines Program - provide Allied Health and external services -Social Skills Group - Superflex -Ardoch - lunch activities, reading support	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,850.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
STAFF WELLBEING - provide ongoing teacher supervision (Reflective Circle) with Dr Mary Raftopoulos	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
MENTAL HEALTH IN PRIMARY SCHOOLS - provide staff with strategies to implement tiered supports -MHIPS Professional Learning	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00