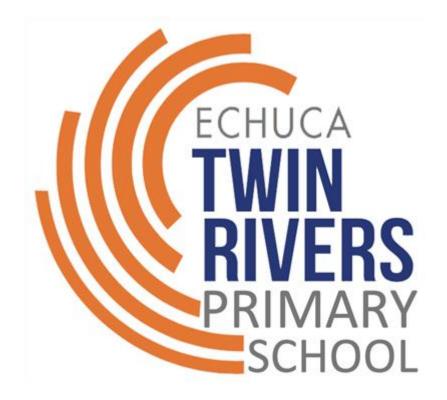# 2024 Annual Implementation Plan

for improving student outcomes

Echuca Twin Rivers Primary School (5516)

Submitted for review by Matt Saunders (School Principal) on 20 December, 2023 at 01:34 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 02 April, 2024 at 12:58 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

Echuca Twin Rivers Primary School (5516)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
Teaching and Learning			

Assessment			

Leadership			

Engagement			

Support			

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

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.
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.	No	Support for the priorities	
Improve outcomes in literacy and numeracy for all students.	Yes	By 2024, increase the percentage of students achieving at and above expected level in Victorian Curriculum -teacher judgements in F-6 in: • reading from 83% (2019) to 90% (2024) • writing from 73% (2019) to 85% (2024) • numeracy from 82% (2019) to 89% (2024)	By the end of 2024, increase the percentage of students achieving at and above the expected level in Victorian Curriculum - Teacher Judgements F-6 in:- Reading from 75% (2023) to 90% (2024)- Writing from 62% (2023) to 85% (2024)- Numeracy from 70% (2023) to 89% (2024)
		By 2024, increase the percentage of students achieving at the top 2 bands of NAPLAN in: **Year Three:** • reading from 46% (2019) to 55% (2024) • writing from 48% (2019) to 57% (2024) • numeracy from 32% (2019) to 43% (2024) **Year Five:** • reading from 20% (2019) to 40% (2024) • writing from 3% (2019) to 19% (2024) • numeracy from 22% (2019) to 32% (2024)	By the end of 2024, increase the proportion of students in the 'strong and exceeding' proficiency level in:Year Three:- Reading from: 54% (2023)- Writing from: 71% (2023)- Numeracy from: 35% (2023)Year Five:- Reading from: 57% (2023)- Writing from: 66% (2023)- Numeracy from: 50% (2023)

		By 2024, decrease the percentage of students achieving low benchmark growth in Year 5: • reading from 31% (2019) to 22% (2024) • writing from 30% (2019) to 21% (2024) • numeracy from 25% (2019) to 15% (2024	By the end of 2024, decrease the proportion of students in the 'Needs attention' in:Year Three:- Reading from: 8% (2023)- Writing from: 0% (2023)- Numeracy from: 15% (2023)Year Five:- Reading from: 23% (2023)- Writing from: 9% (2023)- Numeracy from: 27% (2023)
		By 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors: • collective efficacy from 52% (2019) to 70% (2024) • teacher collaboration from 64% (2019) to 75% (2024) **Practice improvement:** • professional learning through peer observation from 60% (2019) to 70% (2024) • seek feedback to improve practice from 80% in (2019) to 85% (2024) **Evaluation:** • understand how to analyse data from 80% (2019) to 85% (2024)	By the end of 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors:School Climate:- collective efficacy from 77% (2023) to 80% (2024)- teacher collaboration from 86% (2023) to 88% (2024)Practice improvement:- professional learning through peer observation from 100% (2023) to 100% (2024)- seek feedback to improve practice from 85% in (2023) to 87% (2024)Evaluation:- understand how to analyse data from 85% (2023) to 87% (2024)
Improve student engagement and wellbeing in their learning	Yes	By 2024, increase the percentage positive endorsement of AtoSS factors for: • student voice and agency from 69% (2019) to 83% (2024) • stimulated learning from 81% (2019) to 89% (2024) • sense of connectedness from 70% (2019) to 80% (2024)	By the end of 2024, increase the percentage positive endorsement of AtoSS factors for:- student voice and agency from 71% (2023) to 83% (2024)- stimulated learning from 75% (2023) to 89% (2024)- sense of connectedness from 70% (2023) to 80% (2024)
		By 2024, increase the percentage positive endorsement of POS factors: • student voice and agency from 69% (2019) to 84% (2024) • stimulating learning from 75% (2019) to 88% (2024) • student motivation and support 75% (2019) to 85% (2024)	By the end of 2024, increase the percentage positive endorsement of POS factors:- student voice and agency from 74% (2023) to 84% (2024)- stimulating learning from 82% (2023) to 88% (2024)- student motivation and support 83% (2023) to 85% (2024)

		By 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors :	By the end of 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors :Teaching and learning module:-
		Teaching and learning module:	promote student ownership of learning goals
		• promote student ownership of learning goals from 80% (2019) to 87% (2024)	from 85% (2023) to 87% (2024) - support growth and learning of whole student from
		• support growth and learning of whole student from 87% (2019) to 93% (2024)	92% (2023) to 93% (2024)School climate:- parent and community involvement from 84%
		School climate:	(2023) to 86% (2024)
		• parent and community involvement from 61% (2019) to 73% (2024)	
		By 2024, reduce the % of students with 20+ days absence from 39% in 2019 to 25% in 2024.	By the end of 2024, reduce the % of students with 20+ days absence from 36% in 2023 to 25% in 2024.

Goal 2	**Improve outcomes in literacy and numeracy for all students.**
12-month target 2.1-month target	By the end of 2024, increase the percentage of students achieving at and above the expected level in Victorian Curriculum - Teacher Judgements F-6 in: - Reading from 75% (2023) to 90% (2024) - Writing from 62% (2023) to 85% (2024) - Numeracy from 70% (2023) to 89% (2024)
12-month target 2.2-month target	By the end of 2024, increase the proportion of students in the 'strong and exceeding' proficiency level in: Year Three: - Reading from: 54% (2023) - Writing from: 71% (2023) - Numeracy from: 35% (2023) Year Five:

	- Reading from: 57% (2023) - Writing from: 66% (2023) - Numeracy from: 50% (2023)
12-month target 2.3-month target	By the end of 2024, decrease the proportion of students in the 'Needs attention' in: Year Three: - Reading from: 8% (2023) - Writing from: 0% (2023) - Numeracy from: 15% (2023) Year Five: - Reading from: 23% (2023) - Writing from: 9% (2023) - Numeracy from: 27% (2023)
12-month target 2.4-month target	By the end of 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors: School Climate: - collective efficacy from 77% (2023) to 80% (2024) - teacher collaboration from 86% (2023) to 88% (2024) Practice improvement: - professional learning through peer observation from 100% (2023) to 100% (2024) - seek feedback to improve practice from 85% in (2023) to 87% (2024) Evaluation: - understand how to analyse data from 85% (2023) to 87% (2024)
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	Build teacher capabilities to use assessment data and evidence to differentiate teaching to meet student point of need	Yes
KIS 2.b Excellence in teaching and learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.	Yes
KIS 2.c Excellence in teaching and learning	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum	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.	To be updated	
Goal 3	**Improve student engagement and wellbeing in their learning**	
12-month target 3.1-month target	By the end of 2024, increase the percentage positive endorsement of AtoSS factors for: - student voice and agency from 71% (2023) to 83% (2024) - stimulated learning from 75% (2023) to 89% (2024) - sense of connectedness from 70% (2023) to 80% (2024)	
12-month target 3.2-month target	By the end of 2024, increase the percentage positive endorsement of POS factors: - student voice and agency from 74% (2023) to 84% (2024) - stimulating learning from 82% (2023) to 88% (2024) - student motivation and support 83% (2023) to 85% (2024)	
12-month target 3.3-month target	By the end of 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors : Teaching and learning module:	

	- promote student ownership of learning goals from 85% (2023) to 87% (2024) - support growth and learning of whole student from 92% (2023) to 93% (2024) School climate: - parent and community involvement from 84% (2023) to 86% (2024)	
12-month target 3.4-month target	By the end of 2024, reduce the % of students with 20+ days absence from 36% in 2023 to 25% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Build teacher capability to activate student voice and agency within the classroom	Yes
KIS 3.b Positive climate for learning	Develop student capability to set goals and monitor their own learning progress	Yes
KIS 3.c Community engagement in learning	Develop and implement strategies that involve parents and carers as partners in their child's learning	Yes
KIS 3.d Positive climate for learning	Embed a whole-school approach to the development of the social and emotional wellbeing of students	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.	To be updated	

Define actions, outcomes, success indicators and activities

Goal 2	Improve outcomes in literacy and numeracy for all students.
12-month target 2.1 target	By the end of 2024, increase the percentage of students achieving at and above the expected level in Victorian Curriculum - Teacher Judgements F-6 in: - Reading from 75% (2023) to 90% (2024) - Writing from 62% (2023) to 85% (2024) - Numeracy from 70% (2023) to 89% (2024)
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	- Writing from: 9% (2023) - Numeracy from: 27% (2023)
12-month target 2.4 target	By the end of 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors: School Climate: - collective efficacy from 77% (2023) to 80% (2024) - teacher collaboration from 86% (2023) to 88% (2024) Practice improvement: - professional learning through peer observation from 100% (2023) to 100% (2024) - seek feedback to improve practice from 85% in (2023) to 87% (2024) Evaluation: - understand how to analyse data from 85% (2023) to 87% (2024)
KIS 2.a Evaluating impact on learning	Build teacher capabilities to use assessment data and evidence to differentiate teaching to meet student point of need
Actions	Develop staff understanding of and ability to implement formative assessment practices. Continue to develop understanding of and ability to implement differentiated teaching (process, product, content, environment)
Outcomes	Leaders will … - review the use of curriculum scope and sequence documents in planning and middle leaders meetings - review term planners and weekly planners - support planning for differentiation within PL and planning meetings - support collaborative planning processes, ensuring use of data and curriculum to meet students at point of need Teachers will … - explicitly teach students how to give and receive positive and constructive feedback - implement ongoing formative assessment, check for understanding and drive planning - evidence differentiation within their planning documents and classroom practice

	Students will … - give and receive feedback on their and others' learning - receive explicit teaching and feedback at their point of need - demonstrate make growth in literacy and numeracy
Success Indicators	Whole school scope and sequence documents Term planners Weekly planners PL/PLC meeting minutes

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide PL in data analysis, use and feedback.	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Implement regular learning walks and talks with a focus on differentiated teaching and feedback.	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Audit planning templates across the whole school/departments to create agreed whole school planning templates with Mathematics.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop lesson sequences within student voice/wellbeing planners to explicitly teach ways to offer and receive constructive feedback.	☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

KIS 2.b Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.
Actions	Develop a shared understanding of the ETRPS Assessment Schedule, including the purpose, processes and procedures of each assessment tool. Build the capacity of staff to administer the assessment types/tools as identified in the Assessment Schedule. Build the capacity of staff to use data collected to inform planning and improve teaching and learning practices.
Outcomes	Leaders will … - Review assessment schedule and share with staff - Provide PL for staff as part of the meeting schedule - Allocate time for staff/teachers to undertake Student Led Conferences Teachers will … - Audit assessment schedule - Implement assessment tools with fidelity - Complete data trackers on termly basis - Understand the expectations of assessment tools relevant to their students, including guidelines for implementation - Complete IEPs in collaboration with parents utilising data - Update data walls termly Students will … - Undertake assessments, following assessment guidelines - Use individual data to develop learning goals Community will ... - Attend student led conferences - provide input into student learning goals
Success Indicators	Updated ETRPS Assessment Schedule Whole School Data Trackers updated termly IEPs for every student in every class at ETRPS - ongoing/updated termly Department data walls to be developed across the school IEPs with long and short term goals for each student at ETRS Whole school data tracker completed.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit the current assessment schedule adding/deleting/modifying any assessment tools currently used	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Identify the purpose of each assessment type - including frequency	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Provide PL for assessments used at ETRPS including collection and use of data	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Schedule Data analysis PL in meeting schedule	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Update, Monitor and Complete Whole School Data Trackers	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop data walls in departments to track student learning growth within PLCs	☑ Assistant principal ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
KIS 2.c	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum			

Curriculum planning and assessment	
Actions	Develop the capacity of staff in the teaching of English and Maths a) T&L models - English - core teaching practices b) T&L models - Maths - core teaching practices c) Continue monitoring of Reading Instruction d) Writing PL - 6+1 traits e) Maths PL - Proficiencies f) Peer Observations & Learning Walks - review, refine, embed
Outcomes	Leaders will: - Refine BOOST program - Increase teacher understanding of Numeracy Proficiencies - Support teacher understanding and implementation of the Victorian Curriculum Maths 2.0 - Provide PL for staff in 6+1 Writing Traits - Continue alignment of PLC inquiry, Meeting schedule, Learning Walks and Peer Observations - Review, update peer observation templates and understanding - Review, update Learning Walks templates and understanding - Review, update PLC Inquiry process and purpose - Coordinate Mentor Program for all and support for new staff to the school Teachers will: - Further Implementation of Initialit practices within planning documents and classrooms - Further implementation of open ended learning in Mathematics. Embedding the LES Model - Participate in Learning Walks and Peer Observations with actions set towards change in practice - Embedding instructional model practice within classroom Students will: - participate in BOOST program - build knowledge of teaching practices and models within ETRPS - understand their role and expectation during peer observations and learning walks Community will: - receive information and updates on their students that are participating in school programs

| Success Indicators | BOOST updates
PL Calender and Meeting Schedules
SoS
AToSS
Learning Walk feedback
Peer observation documentation
Initialit Assessment Data
Evidence of LES model within planning documents.
Evidence of Initialit within planning documents.
Evidence of Writing Traits in planning documents, whole school documents
Term based student Voice class/teacher survey
Department Newsletters |
|---|---|

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
6+1 Writing Traits PL	☑ Learning specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$3,500.00 ☑ Equity funding will be used
Review and update the Peer Observation documentation	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Implement a consistent approach to Learning walks	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
P-2 Planning docs evidencing Initialit	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	
Implement BOOST program	☑ Assistant principal ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$80,078.00 ☑ Disability Inclusion Tier 2 Funding will be used
Additional classroom teacher	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$114,000.00 ☑ Equity funding will be used
PL staff on Victoria Maths Curriculum 2.0	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.19 ☑ Equity funding will be used
Auditing, reviewing, updating Maths planning documentation in line with Victorian Mathematics Curriculum 2.0	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Build PLC Leader capacity to lead PLCs (with support from CAC)	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
PLCs to link with PL , student data and teaching practices across the school.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 2	$0.00

		☑ PLC leaders		to: Term 4	

Goal 3	Improve student engagement and wellbeing in their learning
12-month target 3.1 target	By the end of 2024, increase the percentage positive endorsement of AtoSS factors for: - student voice and agency from 71% (2023) to 83% (2024) - stimulated learning from 75% (2023) to 89% (2024) - sense of connectedness from 70% (2023) to 80% (2024)
12-month target 3.2 target	By the end of 2024, increase the percentage positive endorsement of POS factors: - student voice and agency from 74% (2023) to 84% (2024) - stimulating learning from 82% (2023) to 88% (2024) - student motivation and support 83% (2023) to 85% (2024)
12-month target 3.3 target	By the end of 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors : Teaching and learning module: - promote student ownership of learning goals from 85% (2023) to 87% (2024) - support growth and learning of whole student from 92% (2023) to 93% (2024) School climate: - parent and community involvement from 84% (2023) to 86% (2024)
12-month target 3.4 target	By the end of 2024, reduce the % of students with 20+ days absence from 36% in 2023 to 25% in 2024.
KIS 3.a Intellectual engagement and self-awareness	Build teacher capability to activate student voice and agency within the classroom
Actions	- Whole School PL - Development consistent approach to Student Voice in classroom - documentation, language, understanding

	- Increase in student engagement - teams, programs, planning - Student led teams - sustainability, community connections, leadership responsibilities, clubs, SWPBS, - Improved connections between staff, students and families - Collaborative goal setting with students, parents & staff
Outcomes	Leaders will: Provide Professional learning - Quaglia Institute Allocate time to assist students to have their voice / agency through SLC, Captains and activities Enable students the opportunity to contribute to school wide decisions - participants on School Council, whole school planning, SWPBS Team, Learning Walks, Peer Obs Create and model feedback surveys for staff Work with students to embed roles and responsibilities within student leadership structure Teachers will: Guide the SLC & P&FG Include students in their own goal setting and plan development Display student goals / plans Attend student voice professional learning throughout 2024 Update student voice progress with families, agencies and the community through newsletters, Dojo, assembly, website etc. Seek and use feedback from students surveys to inform planning and practice Trial co-creation of success criteria with students during inquiry lessons Student will: Co-create individual learning goals with staff and families for Literacy, Numeracy and Wellbeing as needed Share ideas and thoughts in line with the Quaglia Institute definition of student voice Represent their fellow students when making decisions Be active participants at assembly, special events, community connections/programs, News Crew, Buddy Programs etc. Complete feedback surveys to inform planning and practice Offer suggestions to support the creation of success criteria within Inquiry lessons Contribute to Learning Walks Community will: Support external programs - Hands on Learning, Community Connections, Sustainability, special events and extra curricula activities Participate in our teams - SWPBS, School Council Complete feedback surveys

Success Indicators	IEPs Individual Plans AToSS POS Staff, student and parent surveys. Planning documents Assembly Slide Show Newsletter Website Social Media Posts Professional Learning				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Quaglia PL (Term 1 Curriculum Day, Term 2,3,4 online PL & school coordinated PL in PL schedule)	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed student leadership roles and responsibilities & review Student Roles & Responsibilities booklet	☑ Assistant principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Establish processes for students to be active participants in feedback surveys which will inform termly planning, learning walks and peer obs	☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Students to participate in Learning Walks (include assistance from CAC)	☑ Assistant principal	☐ PLP Priority	from: Term 3	$0.00

			to: Term 4	
	☑ Learning specialist(s) ☑ Student(s)			
Employ a Leading Teacher DIP 0.2	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$25,147.00 ☑ Equity funding will be used
Professional Learning (Boys in the Bush, BackFlips Against Bullying, Be You)	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$10,753.25 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
All students to have an IEP updated once per term. Goal setting co-created with teacher, student, parents/carers and outside agencies (when required). Goals to be displayed in classrooms. Other plans created as needed (eg Behaviour, Yard, Attendance, Safety)	☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Students will be able to identify Learning Intention in Inquiry lessons and co-create Success Criteria with teacher(s).	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
D & I / Wellbeing resources (Zen dens/ Sensory boxes)	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$16,026.00 ☑ Disability Inclusion Tier 2 Funding will be used

KIS 3.b Intellectual engagement and self-awareness	Develop student capability to set goals and monitor their own learning progress
Actions	Student Goals are visible in all classrooms Students can articulate their goals and progress Conferences have 98% attendance All students to have an IEP All tier 3 students to have Return to Learning Plans Refine student conferences and IEP templates
Outcomes	Leaders will: Provide PL to new staff and support current staff around Berry Street Practices Review and refine the implementation of Return to Learning Plans / Ready to Learn Scales Review and refine Break Card system with staff and students Organise and prepare for Conferences termly where students lead and families contribute to student goals and programs Develop consistent expectations/structure/routine for student conferences Refine the IEP document on Sentral Teachers will: Develop IEP with all students & families Communicate progress with students consistently Provide Brain Breaks Provide Break opportunities Provide feedback to students & families Provide differentiated programs - HOL, MacqLit, MiniLit, Initial Lit, Conference & share individual data with students Develop and review individual return to learning plans with students Implement consistent student conferences following the developed structure/expectations/routines Students will: Contribute to their goal setting and return to learning plans Follow their return to learning plans Display their goals / review goals Participate in student conferences Monitor their progress with teacher support

	Community will: Attend conferences and SSG meetings Assist at home
Success Indicators	One Year growth (or more) for every student is evidenced IEPs AToSS POS Staff Survey Return to learning plans Sentral Wellbeing data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Regular conferencing with students during Reading and Writing sessions around goals and data outcomes	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Conferencing with students to develop individual plans - IEPs, Attendance, BSPs, Yard Plans, Health Plans, Medical Plans, Return to learning plans	☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Students to have their goals displayed in all classrooms	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Students actively participate in student conferences termly	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Create and implement consistent expectations/structure/routines for student conferences	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Teachers and students review return to learning plans as required or termly	☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Refine the IEP template on Sentral	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Review programs currently in place to support SEL needs (eg Berry Street, SWPBS, Hands on Learning and other Tier 2 programs)	☑ Student(s) ☑ SWPBS leader/team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.c Parents and carers as partners	Develop and implement strategies that involve parents and carers as partners in their child's learning
Actions	- Termly Student Conferences developing learning goals for every student in the school - High level communication with families through school communication platforms - Increase opportunities for families and community members to be involved in whole school events
Outcomes	Leaders will: - Update and refine the Roles and Responsibilities Booklet - Represent the school at community events - Actively promote the school's programs and facilities - Support wider access to the Parent Portal on Sentral

- Create a timetable to support the News Crew fortnightly

Teachers will:
- Use Sentral to communicate with parents
- Upload documentation to Sentral as required
- Effectively carry out selected roles and responsibilities as per the Roles and Responsibility Booklet
- Positively promote our school
- Create open classroom opportunities each term across the school

Students will:
- Invite families to school events
- Showcase their work for the term with families and the wider community
- Create a virtual newsletter to be shared fortnightly via social media to the wider community

Community will:
- Be connected to Sentral and Dojo
- Be members of School Council, SWPBS and Parents and Friends
- Attend, contribute and respond to risk assessment meetings

Success Indicators	- Above 95% connection rating for Class Dojo and Sentral - Student Conference attendance data - Virtual newsletter - Roles and Responsibilities booklet - School Council Minutes - Sentral Calendar events - Actual Newsletter			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Student Led Conferences to occur once per term. Students to attend these conferences with Parents/Carers.	☑ Learning specialist(s) ☑ School improvement team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

	☑ Teacher(s)			
Consistent communication from Teacher to Parent including 2 positives per week through online avenues (dojo, phone, face to face, email, Sentral)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Open classrooms to showcase student learning to parents and community once per term (may be connected to other special events - eg Easter Hat Parade, Book Week, Special Persons Day(s))	☑ All staff ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Appointment of Wellbeing and Inclusion Acting Leading Teacher	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$96,256.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Employment of PWO to support wellbeing program	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$85,805.00 ☑ Equity funding will be used
Newsletters- Department, school (virtual or written), News Crew updates, etc.	☑ Assistant principal ☑ Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Build upon the positive promotion of ETRPS - newspaper, social media, signage, attendance at community events, Community Connections program, Playgroup	☑ All staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.d Health and wellbeing	Embed a whole-school approach to the development of the social and emotional wellbeing of students

Actions	- Formally implement SWPBS Classroom Systems across the school - Use data to identify opportunities for practice improvements - Embed the Every Day Counts initiative to increase student attendance
Outcomes	Leaders will: Provide PL to new staff and support current staff around Berry Street Practices and Classroom Systems (SWPBS) Review and refine the implementation of Return to Learning Plans for each classroom / Ready to Learn Scales Review and refine Break Card system with staff and students Organise and prepare for Conferences termly where students lead and families contribute to student goals and programs Develop consistent expectations/structure/routine for student conferences Refine the IEP document on Sentral Coordinate Tier 2 interventions Formulate fortnightly attendance data to be communicated to school community Timetable whole school and department assemblies to be scheduled Teachers will: - Implement and follow the 2 Year Wellbeing Scope and Sequence - Develop IEPs and individual plans with all students & families - Communicate progress with students consistently - Provide Brain Breaks - Provide Break opportunities - Provide feedback to students & families - Provide differentiated programs - HOL, SEL - Conference & share individual data with students - Develop and review individual return to learning plans with students - Implement consistent student conferences following the developed structure/expectations/routines - Acknowledge students with 95% or more attendance as per fortnight within cohorts

	Students will: Contribute to their goal setting and individual plans Follow all their plans Display their goals / review goals Participate in student conferences Monitor their progress with teacher support Contribute to the development of the classroom matrix Community will: Attend conferences, SSG meetings & support plans Assist at home
Success Indicators	- Increase in school attendance - Decrease in major and minor behaviours in the classroom as evidenced by Sentral data - Ready to Learn Plans and Return to Learn Plans implemented across the school - AToSS Data indicates improved measure in classroom behaviour and teaching time

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Everyday Counts program continued and embedded across the school - attendance results at assembly, Termly 100% attendees	☑ All staff ☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Employ OT and Speech Therapist	☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$14,763.00 ☑ Disability Inclusion Tier 2 Funding will be used
Classroom Systems PL scheduled and delivered - including coaching & learning walks	☑ School improvement team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Review and refine the Wellbeing Referral Process	☑ All staff ☑ Leading teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Hands On Learning Program	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$40,000.00 ☑ Equity funding will be used
Additional ESS - Foundation	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$27,458.00 ☑ Equity funding will be used
Timetable Tier 2 Intervention supports (eg SEL, SPAIDES, HoL)	☑ Assistant principal ☑ Mental health and wellbeing leader	☐ 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	$369,985.19	$369,985.19	$0.00
Disability Inclusion Tier 2 Funding	$145,583.37	$145,583.37	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,735.25	$18.00
Total	**$546,321.81**	**$546,303.81**	**$18.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
6+1 Writing Traits PL	$3,500.00
Implement BOOST program	$80,078.00
Additional classroom teacher	$114,000.00
PL staff on Victoria Maths Curriculum 2.0	$3,000.19
Quaglia PL (Term 1 Curriculum Day, Term 2,3,4 online PL & school coordinated PL in PL schedule)	$20,000.00
Employ a Leading Teacher DIP 0.2	$25,147.00
Professional Learning (Boys in the Bush, BackFlips Against Bullying, Be You)	$10,753.25
D & I / Wellbeing resources (Zen dens/ Sensory boxes)	$16,026.00
Appointment of Wellbeing and Inclusion Acting Leading Teacher	$96,256.00

Employment of PWO to support wellbeing program	$85,805.00
Everyday Counts program continued and embedded across the school - attendance results at assembly, Termly 100% attendees	$1,000.00
Employ OT and Speech Therapist	$14,763.00
Hands On Learning Program	$40,000.00
Additional ESS - Foundation	$27,458.00
Totals	$537,786.44

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
6+1 Writing Traits PL	from: Term 2 to: Term 4	$3,500.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Additional classroom teacher	from: Term 1 to: Term 4	$114,000.00	☑ School-based staffing ☑ CRT
PL staff on Victoria Maths Curriculum 2.0	from: Term 1 to: Term 4	$3,000.19	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Employ a Leading Teacher DIP 0.2	from: Term 1	$25,147.00	☑ School-based staffing

	to: Term 4		
Appointment of Wellbeing and Inclusion Acting Leading Teacher	from: Term 1 to: Term 4	$70,075.00	☑ School-based staffing
Employment of PWO to support wellbeing program	from: Term 1 to: Term 4	$85,805.00	☑ School-based staffing ☑ Other Primary welfare $35,233 Equity ESS / PWO $78,030
Everyday Counts program continued and embedded across the school - attendance results at assembly, Termly 100% attendees	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Hands On Learning Program	from: Term 2 to: Term 4	$40,000.00	☑ School-based staffing
Additional ESS - Foundation	from: Term 1 to: Term 4	$27,458.00	☑ School-based staffing
Totals		$369,985.19	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Implement BOOST program	from: Term 1 to: Term 4	$80,078.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
D & I / Wellbeing resources (Zen dens/ Sensory boxes)	from: Term 1 to: Term 4	$24,561.37	☑ Professional learning for school-based staff • ☑ Teaching and learning programs and resources • ☑ Equipment, adaptive technology, devices, or materials to support learning •
Appointment of Wellbeing and Inclusion Acting Leading Teacher	from: Term 1 to: Term 4	$26,181.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Employ OT and Speech Therapist	from: Term 1 to: Term 4	$14,763.00	☑ Other workforces to support students with disability •
Totals		$145,583.37	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Quaglia PL (Term 1 Curriculum Day, Term 2,3,4 online PL & school coordinated PL in PL schedule)	from: Term 1 to: Term 4	$20,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Professional Learning (Boys in the Bush, BackFlips Against Bullying, Be You)	from: Term 1 to: Term 2	$10,735.25	☑ Employ cohort-specific staff to support Tier 2 initiatives
Totals		$30,735.25	

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
6+1 Writing Traits PL	☑ Learning specialist(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ School improvement partnerships ☑ Learning specialist	☑ On-site
Quaglia PL (Term 1 Curriculum Day, Term 2,3,4 online PL & school coordinated PL in PL schedule)	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole school pupil free day	☑ External consultants Quaglia Institute	☑ On-site