2024 Annual Implementation Plan

for improving student outcomes

Keysborough Primary School (5534)

Submitted for review by Leanne Armao (School Principal) on 12 December, 2023 at 11:57 AM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 31 December, 2023 at 12:39 PM
Endorsed by Andrea Shields (School Council President) on 06 February, 2024 at 02:55 PM

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

Future planning	Our four year goals and targets outlined in our School Strategic Plan using system measures in the School Staff Survey and Attitude to School survey have demonstrated positive endorsements this year and exceeded the expectation set in our four year targets. All but one four year target in our SSP (use of feedback to improve practice) in the School Staff survey has been achieved All four year targets using the Attitude to School survey have been achieved this year. Data from the Parent and Caregiver Opinion Survey relating to parent participation and involvement, school pride and

confidence and general satisfaction have also exceeded four year SSP targets. Our targets were to increase positive endorsements in;

Parent partcipation and invlovement to 86% our 2023 data demonstrated 88% positive endorsements
School pride and confidence to 90% our 2023 data demonstrated positive endorsements
General satisfaction to 88% our 2023 data demonstrated 91% positive endorsements

Our KIS as provided by the Department focus on Learning - Supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy did have the impact on student outcomes we expected as was evidenced through:
Children reflecting on and co designing learning goals in literacy, numeracy and inquiry.
Children are becoming more confident in feedback language and will deepen their skills in delivering feedback to peers, their teachers and use of self assessment in future AIPs.
Children have responded positively in the AtoSS to measures in student voice and agency and children in Foundation to Year 3 use common language in goal setting and success criteria through I can statements and in conferencing with their teacher.
AtoSS indicated exceeding positive endorsements in system measures:

Student voice and agency from 63% (2022) to 65%
Sense of confidence from 67% (2022) 70%.
Differentiated learning challenge from 85% (2022) to 87%
Effective teaching time from 80% (2022) to 82%
Stimulated learning from 76% (2022) to 78%
Motivation & interest from 83% (2022) to 85%.

Children are able to communicate where they are in their learning, what they are trying to achieve and what they need to do to reach their goal.
Children have opportunities to select appropriate solution fluency tools and problem solving strategies to demonstrate their learning and share their thinking.

Our KIS as provided by the Department focus on Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable were effectively implemented and evidenced through:

Children in years 4-6 demonstrated positive endorsements in the area of advocacy at school at 92% (AtoSS) and exceeded 12 month targets in the AtoSS and domain of 'classroom environment' in PIVOT survey responses.

Our children have indicated they are treated fairly at school and are respected and cared for through positive PIVOT survey

	results with increases in heatmap measures up from 3.7to 4.0.
	Our data in attitude to attendance from the 2023 AtoSS indicates that our children understand the importance of coming to school. Our student absence data for 2023 demonstrates a return to near 2019 absent day breakdowns.
	Our SSP is aligned with FISO 2.0 and we will focus on our SSP Learning goal to 'Empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community'. This goal is aligned with FISO 2.0 Engagement domain and we will adopt the key improvement strategy to 'Embed opportunities for student choice, voice, agency and co-designing of learning tasks across curriculum areas'. Implementation efforts will focus on Practitioner Inquiry, continued professional learning in feedback practices and learning goal development, student voice and agency in co-designing curriculum pathways.
	Our Wellbeing goal for the 2024 AIP will focus on 'Building school connectedness and pride' aligned with Support and Resources domain from FISO 2.0 with a key improvement strategy to 'Develop and implement a plan to improve parent connections, build stronger community relationships and school connectedness'. Feedback from the PCGOS will inform our implementation efforts in 2024 AIP work.
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	
Maximise the learning growth of every student.	No	Increase the proportion of students in NAPLAN 'exceeding' proficiency in year 3: Reading from 6% Writing from 3% Numeracy from 3%	
		Increase the proportion of students in NAPLAN 'exceeding' proficiency in year 5: Reading from 18% Writing from 10% Numeracy from 6%	
		Attitudes to Schooling Survey (AtoSS) By 2026, increase the percentage of positive responses to the following factors: Differentiated learning challenge from 85% (2022) to 88% • Effective teaching time from 80% (2022) to 88%	

		• Stimulated learning from 76% (2022) to 82% • Motivation & interest from 83%(2022) to 88%.	
Empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community.	Yes	AtoSS By 2026, increase the percentages of positive responses to the following factors: • Student voice and agency from 63% (2022) to 68% • Sense of confidence from 67% (2022) 78%	To improve the positive percentage endorsement for student voice and agency (AToSS) from 81% (2023) to 83% (2024).To improve the positive percentage endorsement for sense of confidence (AToSS) from 83% (2023) to 85% (2024).
		School Staff Survey (SSS) Teaching and Learning Evaluation module By 2026, increase the percentages of positive responses to the following factor: • Use student feedback to improve practice from 93% (2022) to 95%.	To improve the positive percentage endorsement for use of student feedback to improve practice (SSS) from 85% (2023) to 88% (2024).To improve the positive percentage endorsement for collaborate to scaffold student learning from 74% to 78%.
		Parent, Caregiver Guardian Opinion Survey (PCGOS) By 2026, Increase the percentages of positive responses to the following factors: • Student agency and voice from 87% (2021) to 90%. By 2026, Increase the parent participation rate for the PCGOS from 5% (2021) to 20%.	To improve the positive percentage endorsement for student agency and voice (PCGOS) from 88% (2023) to 90% (2024).To improve the parent participation rate for the PCGOS from 14% (2023) to 17% (2024)
Build school connectedness and pride.	Yes	AtoSS By 2026, increase the percentages of positive responses to the following factors: • School connectedness from 79% (2022) to 82% • Sense of inclusion from 85% in (2022) to 90%.	To improve sense of connectedness (AToSS) from 90% (2023) to 92% (2024).To improve sense of inclusion (AToSS) from 90% (2023) to 92% (2024).
		PCGOS By 2026, increase the percentages of positive responses to the following factors:	To improve parent participation and involvement (PCGOS) from 88% (2023) to 90% (2024).To improve school pride and

| | | • Parent participation and involvement from 72% (2021) to 86%
 • School pride and confidence from 77% (2021) to 90%
 • General satisfaction from 85% (2021) to 88%. | confidence (PCGOS) from 93% (2023) to 95% (2024).To improve general satisfaction (PCGOS) from 91% (2023) to 93% (2024). |
| | | SSS - School Climate Module
 By 2026, increase the percentages of positive responses to the following factors:
 • Parent and community involvement from 57% (2022) to 68%
 • Trust in students and parents from 71% (2022) to 78%. | To improve parent and community involvement (SSS) from 73% (2023) to 75% (2024).To improve trust in students and parents (SSS) from 71% (2023) to 78% (2024). |

Goal 3	**Empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community.**	
12-month target 3.1-month target	To improve the positive percentage endorsement for student voice and agency (AToSS) from 81% (2023) to 83% (2024). To improve the positive percentage endorsement for sense of confidence (AToSS) from 83% (2023) to 85% (2024).	
12-month target 3.2-month target	To improve the positive percentage endorsement for use of student feedback to improve practice (SSS) from 85% (2023) to 88% (2024). To improve the positive percentage endorsement for collaborate to scaffold student learning from 74% to 78%.	
12-month target 3.3-month target	To improve the positive percentage endorsement for student agency and voice (PCGOS) from 88% (2023) to 90% (2024). To improve the parent participation rate for the PCGOS from 14% (2023) to 17% (2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop and implement common language, understanding and practices for student voice and agency.	No

KIS 3.b Engagement	Embed opportunities for student choice, voice, agency and co-designing of learning tasks across curriculum areas.	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.	In our Self Evaluation it was identified that we are 'Embedding' in the domain of Engagement. This strategy further embeds our work in building learning goals with children, project investigations and inquiry classrooms in 2023. Our staff will continue to build their capacity to enable student voice and agency practices through the use of a common language and learning and teaching strategies in classrooms. In the School Staff Survey, we have identified areas requiring particular attention in student feedback improving practice (Teaching and Learning-Evaluation) and collaborating to scaffold student learning (Teaching and Learning-Implementation). Selection of this KIS builds on our previous focus around increasing student voice and co-designing learning pathways, this will be further supported by professional learning 2024.	

Goal 4	Build school connectedness and pride.
12-month target 4.1-month target	To improve sense of connectedness (AToSS) from 90% (2023) to 92% (2024). To improve sense of inclusion (AToSS) from 90% (2023) to 92% (2024).
12-month target 4.2-month target	To improve parent participation and involvement (PCGOS) from 88% (2023) to 90% (2024). To improve school pride and confidence (PCGOS) from 93% (2023) to 95% (2024). To improve general satisfaction (PCGOS) from 91% (2023) to 93% (2024).
12-month target 4.3-month target	To improve parent and community involvement (SSS) from 73% (2023) to 75% (2024). To improve trust in students and parents (SSS) from 71% (2023) to 78% (2024).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a	Develop and implement a plan to improve parent connections, build stronger community relationships and school connectedness.	Yes

Support and resources		
KIS 4.b Support and resources	Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning	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.	In our Self Evaluation it was identified that we are 'Excelling' in the domain of Support and Resources. Our work in 2024 will focus on refining and maintaining our effective practices in this domain. In the AToSS data we have identified areas requiring particular attention including managing bullying, respect for diversity (school safety) and sense of confidence (learner characterisitcs and disposition). This KIS further supports our work in building greater connection with our community through effectively identifying and respectfully responding to the various learning and wellbeing needs of individuals, groups, and families using a unified multi-tiered system of support.	

Define actions, outcomes, success indicators and activities

Goal 3	Empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community.
12-month target 3.1 target	To improve the positive percentage endorsement for student voice and agency (AToSS) from 81% (2023) to 83% (2024). To improve the positive percentage endorsement for sense of confidence (AToSS) from 83% (2023) to 85% (2024).
12-month target 3.2 target	To improve the positive percentage endorsement for use of student feedback to improve practice (SSS) from 85% (2023) to 88% (2024). To improve the positive percentage endorsement for collaborate to scaffold student learning from 74% to 78%.
12-month target 3.3 target	To improve the positive percentage endorsement for student agency and voice (PCGOS) from 88% (2023) to 90% (2024). To improve the parent participation rate for the PCGOS from 14% (2023) to 17% (2024)
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice, agency and co-designing of learning tasks across curriculum areas.
Actions	Build staff capacity in co-designing learning tasks to strengthen student choice and agency. Build staff capacity to use student feedback to inform and improve teacher practice.
Outcomes	Students will be actively involved, and contribute to, the co-design of their learning tasks. Students will be able to explain their role and responsibility in the co-design and implementation of learning tasks. Students will demonstrate high levels of engagement and student voice and agency in their learning. Teachers will authentically engage with students to co-design learning tasks that are differentiated and align with individual learning goals. Teachers will give students feedback on their progress using assessment data to inform learning goals. Teachers will differentiate their pedagogical practices using student feedback to ensure all learners can engage in stimulating

	learning experiences. Leaders will communicate the significance of co-designing and student feedback through the school's AIP goals and KIS. Leaders will conduct learning walks with a focus on the instructional model and differentiated teaching and learning Leaders will resource the provision of staff professional learning to build skills and knowledge in guiding students in the co construction of their learning goals. Lead learners will build staff capacity and capabilities in the use of feedback to improve student achievement outcomes.
Success Indicators	Early Indicators Co designed Individual learning goals in Writing, Reading and Maths will be evident in classroom assessment documentation and visible for students to refer to and use in their learning. Leadership will participate in learning walks to observe lessons where teachers are effectively using the school's instructional model to deliver learning. They will also see student learning being differentiated according to individual learning goals. Staff planning documents will demonstrate differentiated learning tasks and effective teacher use of the instructional model to meet individual student learning goals. Professional Learning Plans will include specific sessions focused on building teachers' skills to co design learning goals for children and monitor the implementation process in classrooms Professional Learning Plans will include specific sessions focused on the Practice Principles. Teachers will be using rigorous assessment practices and feedback to inform teaching and learning. PIVOT surveys will demonstrate positive endorsements in the domain of Instruction where children know their goals and teachers know what is required to differentiate their learning. Late Indicators Improved AToSS measures in student voice and agency, sense of confidence Improved SSS measures for use student feedback to improve practice, collaborate to scaffold student learning AIP mid/end assessment will show progress towards, and achievement of, 12 month targets in Learning. Improved PCGOS measures in student agency and voice

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop, plan and deliver professional learning in the Practice Principles to develop common understanding and capabilities in co-designing learning tasks.	☑ Leadership team	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Implement peer observations by staff will focus on the Practice Principle of rigorous assessment practices and feedback to inform teaching and learning (Practice Principle 6). Information from these observations to be fed back to staff being observed.	☑ All staff ☑ Leadership team ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Leadership will monitor the progress of Practice Principle 6 in PLCs and feedback through PLC leaders, school improvement teams and leadership.	☑ Leadership team ☑ PLC leaders ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning to inform the differentiated learning needs of all children. (Consultants)	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$45,950.00 ☑ Equity funding will be used
Schedule and deliver a suite of professional learning opportunities across the year focused on Practitioner Inquiry cycles of improvement in PLCs, using baseline data to inform relevant differentiated teaching and learning (Consultants) and make adjustments to support the initial work in these teams.	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$148,660.00 ☑ Equity funding will be used
Teachers regularly feedback to student on individual learning goals and achievement outcomes. PLCs discuss cohort data and learning goals and differentiate planning to meet children at their point of need.	☑ Leadership team ☑ PLC leaders ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Goal 4	Build school connectedness and pride.			

12-month target 4.1 target	To improve sense of connectedness (AToSS) from 90% (2023) to 92% (2024). To improve sense of inclusion (AToSS) from 90% (2023) to 92% (2024).
12-month target 4.2 target	To improve parent participation and involvement (PCGOS) from 88% (2023) to 90% (2024). To improve school pride and confidence (PCGOS) from 93% (2023) to 95% (2024). To improve general satisfaction (PCGOS) from 91% (2023) to 93% (2024).
12-month target 4.3 target	To improve parent and community involvement (SSS) from 73% (2023) to 75% (2024). To improve trust in students and parents (SSS) from 71% (2023) to 78% (2024).
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a plan to improve parent connections, build stronger community relationships and school connectedness.
Actions	Strengthen the school-wide approach towards communicating students' mental health and wellbeing needs to parent and carers.
Outcomes	Students will feel supported and engaged in the classroom and contribute to a strong classroom culture. The whole school team will model consistent and regular communication routines with families regarding their child's progress. Teachers will implement a range of interventions in their classroom to support student wellbeing guided by the High Impact Wellbeing Strategies. Teachers will use data collected to plan for and implement social and emotional learning for targeted groups of students. Leaders and teachers will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Leadership will support and resource the wellbeing improvement team to develop a multi-tiered approach to mental health and wellbeing in the school. Leadership will have ensured that all staff have received professional learning and fully comprehend the school's approach to the promotion of student mental health and wellbeing. Leaders will analyse pre and post parent perception data to plan workshop content.

	Leaders will use the Mental Health toolkit to enhance student engagement and wellbeing. Families will be provided opportunities to strengthen, support and enhance student's learning and wellbeing, in respect to the school's culture and context.
Success Indicators	Early indicators Observation and documentation of personalised communication with families will be evident in teacher documentation and discussed in PLC meetings. Curriculum documentation will show plans for social and emotional learning. PIVOT perception surveys will show positive endorsements in the domain of Relationships. Perception surveys will be used as a check in tool to measure engagement and involvement of our families in their children's wellbeing and learning. Late indicators Perception surveys show that our families are engaged and involved in their child's learning in school. PCGOS will demonstrate positive endorsements in parent participation and involvement. AToSS will see improved measures in sense of connectedness and a sense of inclusion. SSS will see improved measures in parent and community involvement and trust in students and parents.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Collaborate in a Learning and Teaching Conversation (LTC) with the whole school team to identify the processes and monitoring tools that will ensure enhanced communication with families. eg. attendance calls, wellbeing calls.	☑ All staff ☑ Leadership team ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop, plan and deliver professional learning in the High Impact Wellbeing Strategies (HIWS) to implement a range of interventions in classrooms to support student wellbeing.	☑ All staff ☑ Leadership team ☑ Mental health and wellbeing leader ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Plan and schedule a PLC cycle of improvement in HIWS using FISO 2.0. Teachers will identify a HIWS area of focus within their classroom to address a need or improvement of practice.	☑ Leadership team ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
The Wellbeing Improvement Team (WIT) will conduct pre and post parent perception surveys using Google forms.	☑ Leadership team ☑ PLC leaders ☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Consult the Mental Health Toolkit to support the sourcing of targeted opportunities to strengthen, support and enhance student's learning and wellbeing, themes for wellbeing days, possible lunchtime activities.	☑ All staff ☑ Leadership team ☑ Mental health and wellbeing leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
The Wellbeing Improvement Team will analyse parent perception surveys and organise workshops for staff and families to plan targeted implementation strategies in targeted areas indicated by the surveys.	☑ Disability inclusion coordinator ☑ Leadership team ☑ Mental health and wellbeing leader ☑ PLC leaders ☑ School improvement team	☐ 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	$794,865.80	$794,865.80	$0.00
Disability Inclusion Tier 2 Funding	$252,864.98	$252,864.98	$0.00
Schools Mental Health Fund and Menu	$48,025.39	$48,025.39	$0.00
Total	$1,095,756.17	$1,095,756.17	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide professional learning to inform the differentiated learning needs of all children. (Consultants)	$45,950.00
Schedule and deliver a suite of professional learning opportunities across the year focused on Practitioner Inquiry cycles of improvement in PLCs, using baseline data to inform relevant differentiated teaching and learning (Consultants) and make adjustments to support the initial work in these teams.	$148,660.00
Totals	$194,610.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Provide professional learning to inform the differentiated learning needs of all children. (Consultants)	from: Term 1 to: Term 4	$45,950.00	☑ Professional development (excluding CRT costs and new FTE)
Schedule and deliver a suite of professional learning opportunities across the year focused on Practitioner Inquiry cycles of improvement in PLCs, using baseline data to inform relevant differentiated teaching and learning (Consultants) and make adjustments to support the initial work in these teams.	from: Term 1 to: Term 4	$148,660.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$194,610.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Staffing. MHiPs leader Disability Inclusion leader Sustainability Specialist Early Childhood Specialist Additional Classroom teacher Additional specialist area-Music MiniLit education staff ICT technician Education support	$1,095,756.17
Totals	$1,095,756.17

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Staffing. MHiPs leader Disability Inclusion leader Sustainability Specialist	from: Term 1 to: Term 4	$600,255.80	☑ School-based staffing

Early Childhood Specialist			
Additional Classroom teacher			
Additional specialist area-Music			
MiniLit education staff			
ICT technician			
Education support			
Totals		**$600,255.80**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Staffing. MHiPs leader Disability Inclusion leader Sustainability Specialist Early Childhood Specialist Additional Classroom teacher Additional specialist area-Music MiniLit education staff ICT technician Education support	from: Term 1 to: Term 4	$252,864.98	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Totals		$252,864.98	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Staffing. MHiPs leader Disability Inclusion leader Sustainability Specialist Early Childhood Specialist Additional Classroom teacher Additional specialist area-Music MiniLit education staff ICT technician Education support	from: Term 1 to: Term 4	$48,025.39	☑ Mental Health in Primary Schools (MHiPS)(free) **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		$48,025.39	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop, plan and deliver professional learning in the Practice Principles to develop common understanding and capabilities in co-designing learning tasks.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implement peer observations by staff will focus on the Practice Principle of rigorous assessment practices and feedback to inform teaching and learning (Practice Principle 6). Information from these observations to be fed back to staff being observed.	☑ All staff ☑ Leadership team ☑ PLC leaders	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources FISO 2.0	☑ On-site
Leadership will monitor the progress of Practice Principle 6 in PLCs and feedback through PLC leaders, school improvement teams and leadership.	☑ Leadership team ☑ PLC leaders ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Leadership partners ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

Provide professional learning to inform the differentiated learning needs of all children. (Consultants)	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative inquiry/action research team ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Dr Joanne Casey Rob Vingerhoets Emma McNamara ☑ Pedagogical Model	☑ On-site
Schedule and deliver a suite of professional learning opportunities across the year focused on Practitioner Inquiry cycles of improvement in PLCs, using baseline data to inform relevant differentiated teaching and learning (Consultants) and make adjustments to support the initial work in these teams.	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Anthony Semann and Dr Alma Fleet ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Consult the Mental Health Toolkit to support the sourcing of targeted opportunities to strengthen, support and enhance student's learning and wellbeing, themes for wellbeing days, possible lunchtime activities.	☑ All staff ☑ Leadership team ☑ Mental health and wellbeing leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Mental Health Toolkit	☑ On-site