

# 2023 Annual Implementation Plan

## for improving student outcomes

Camberwell South Primary School (4170)



Submitted for review by Natasha Cummins (School Principal) on 19 December, 2022 at 02:00 PM  
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 31 January, 2023 at 10:28 AM  
Endorsed by John Hynes (School Council President) on 28 February, 2023 at 07:45 AM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	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	

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

<b>Enter your reflective comments</b>	<p>Teaching and Learning</p> <p>We have continued to strengthen our practice through participate in two Victorian Academy courses (Leading Literacy and Leading Curriculum and Assessment).</p> <p>We have appointed a Maths Learning Specialist.</p> <p>We continue to provide for year level PLCs to collaborate on a regular basis.</p> <p>All PLCs are supported by Literacy and Maths Learning Specialists.</p>
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	<p><b>Assessment</b>  We continue to build all staffs capacity to monitor and track individual, class, cohort and whole school data.  We provide PD opportunities for Prep - Year 2 staff in EOI.  Continually improve our ongoing reporting processes based on school community feedback.</p> <p><b>Leadership</b>  SIT team worked with Tracey Ezard to develop our capacity as leaders.  All SIT members participated in Victorian Academy course.  We appointed a substantive Principal and Assistant Principal.</p> <p><b>Engagement</b>  Continued to engage students and parents in community events such as student led tours on open day.  Student Voice and Agency SIT Member established an active schools committee and structured Peer Mediator Timetable.  Student led assemblies allow for their voice in the running of these events.  Continued to utilise parent volunteers in Friends of the Library, Friends of the Chickens and Kitchen Garden Committee, Uniform shop volunteers.  Continued to strengthen our Parent Class Rep structure by meeting with the Principal on a regular basis.</p> <p><b>Support and Resources</b>  We have continued to engage in OnPsych services to support the mental health and wellbeing of students.  All classes follow a structured wellbeing program, incorporating the Respectful Relationships and The Resilience Project curriculums.</p>
<p><b>Considerations for 2023</b></p>	<p><b>Teaching and Learning</b>  We will build the capacity of our middle leaders to effectively run PLCs through utilising DETs PLC training and support staff.  Literacy and Maths Learning Specialist swill be timetabled to support PLCs.</p> <p><b>Assessment</b>  Support staff to attend ARC EOI PDs.  Continue to refine our assessment schedules  Ongoing reporting Assessment Review to look at embedding student voice and learner disposition statements.</p> <p><b>Leadership</b>  Work towards establishing processes and approaches relevant to the Leading Literacy and Leading Curriculum &amp; Assessment outcomes. (Spelling &amp; Student Voice).  Continue to engage in professional reading for SIT, PLC Leads and whole staff around developing collaboration &amp; culture.  Provide new PLC Leads with a Mentor to support them as Middle Leaders.</p>

	<p>Engagement</p> <ul style="list-style-type: none"> <li>Continue to run Active Schools Committee</li> <li>Train new group of Peer Mediators</li> <li>Continue student led assemblies</li> <li>Continue regular parent rep and Principal sessions</li> <li>Continue to provide opportunities for community engagement through Friends of the Library, Friends of the Chickens and Kitchen Garden Committee, Uniform shop volunteers.</li> </ul> <p>Support and Resources</p> <ul style="list-style-type: none"> <li>Continue to work with OnPsych to ensure a smooth referral process</li> <li>Continue to work with SSS and meet with Health and Wellbeing Key Contact on a fortnightly basis</li> <li>Continue to have Lead Staff in the areas of Prep and Year 6 Transition</li> <li>Redevelop whole school ILP / Extension Plan / Behaviour Plan database</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise literacy and numeracy outcomes for every student
<b>Target 2.1</b>	By 2024: <ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN numeracy from 52 per cent to 75 per cent</li> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN writing from 23 per cent to 60 per cent</li> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN spelling from 31 per cent to 60 per cent.</li> </ul>
<b>Target 2.2</b>	By 2024: <ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 38 per cent to 60 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 23 per cent to 50 per cent</li> <li>• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 31 per cent to 55 per cent</li> </ul>
<b>Target 2.3</b>	<p>By 2024 improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis 71 per cent to 90 per cent</li> <li>• Teacher collaboration from 63 per cent to 90 per cent</li> <li>• Seek feedback to improve practice from 56 per cent to 90 per cent</li> <li>• Plan differentiated learning activities from 78 per cent to 90 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and implement a whole school approach to the teaching of writing, spelling and phonics.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capacity to embed the high impact teaching strategies.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capacity to collect, analyse and triangulate data, set next step learning goals and challenge and extend students who are performing above level.
<b>Goal 3</b>	Maximise student engagement and motivation.
<b>Target 3.1</b>	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 82 per cent to 95 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Sense of connectedness from 88 per cent to 95 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 67 per cent to 90 per cent</li> <li>• Promote student ownership of learning goals from 72 per cent to 90 per cent</li> <li>• Focus learning on real life problems from 61 per cent to 90 per cent</li> <li>• Knowledge of HITS from 56 per cent to 90 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 75 per cent to 90 per cent</li> <li>• Student motivation and support from 67 per cent to 90 per cent</li> <li>• Stimulating learning environment from 75 per cent to 90 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Strengthen staff capacity to plan opportunities for students to exercise authentic voice and learner agency.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build teacher capacity to design inquiry learning programs that build deep levels of thinking and application.
<b>Key Improvement Strategy 3.c</b>	Build specialist teacher capacity to implement the Camberwell South Primary School instructional model and the HITS.



Evidence-based high-impact teaching strategies	
<b>Goal 4</b>	Maximise health and wellbeing outcomes for every student.
<b>Target 4.1</b>	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 87 per cent to 95 per cent</li> <li>• Respect for diversity from 85 per cent to 95 per cent</li> <li>• Teacher concern from 84 per cent to 95 per cent</li> <li>• Sense of confidence from 87 per cent to 95 per cent.</li> </ul>
<b>Target 4.2</b>	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Support growth and learning of the whole student from 80 per cent to 90 per cent</li> <li>• Parent and community involvement from 84 per cent to 90 per cent</li> <li>• Trust in students and parents from 83 per cent to 90 per cent.</li> </ul>
<b>Target 4.3</b>	<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour from 87 per cent to 95 per cent</li> <li>• Managing bullying from 81 per cent to 90 per cent</li> <li>• Confidence and resiliency skills from 83 per cent to 95 per cent.</li> </ul>
<b>Key Improvement Strategy 4.a</b>	Build specialist teacher capacity to develop meaningful and positive relationships with every student.

Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Improve teacher capacity to implement interventions and adjustments to meet individual student needs.
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Continue to build teacher capacity to design and implement a positive learning environment.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING By 2023:TOP TWO BANDS- Increase the percentage of Year 5 students in the top two bands of NAPLAN numeracy from 54% to 60% (SSP target 75%)- Increase the percentage of Year 5 students in the top two bands of NAPLAN writing from 45% to 52% (SSP target 60%)- Increase the percentage of Year 5 students in the top two bands of NAPLAN spelling from 62% to 65% (SSP 60%)BENCHMARK GROWTH-Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 32% (2021) to 40% (SSP target 60%) - Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 59% (2021) to 60% (SSP target 50%) - Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 17% (2021) to 30% (SSP target 55%) SSSBy 2023 improve the positive endorsement on the SSS for the following factors:- Academic emphasis 69% to 85% (SSP target 90%)- Teacher collaboration from 43% to 80% (SSP target 90%) - Seek feedback to improve practice from 71% t to 80% (SSP target 90%) - Use student feedback to improve practice from</p>

			<p>63% to 70% (SSP target 90%)- Promote student ownership of learning goals from 67% to 80% (SSP target 90%)- Focus learning on real life problems from 75 per cent to 82% (SSP target 90%)- Knowledge of HITS from 79% to 85% (90% SSP target)WELLBEINGSSSBy 2023, improve the positive endorsement on the SSS for the following factors:- Parent and community involvement from 76% to 80% (SSP target 90%)- Trust in students and parents from 69% to 75% (90% SSP target) ATSSBy 2023, improve the positive endorsement on the AToSS for the following factors:- Student voice and agency from 61% to 70% (SSP target 95%)- Sense of connectedness from 77% to 85% (SSP target 95%)- Effective classroom behaviour from 83% to 88% (SSP target 95%)- Respect for diversity from 77% to 85% (SSP target 95%) - Teacher concern from 64% to 85% (SSP target 95%)- Sense of confidence from 71% to 80% (SSP target 95%)POSBy 2023, improve the positive endorsement on the POS for the following factors:- Student voice and agency from 76% to 82% (SSP target 90%)- Student motivation and support from 76% to 82% (SSP target 90%)- Stimulating learning environment from 84% to 90% (SSP target 90%) - Promoting positive behaviour from 84% to 88% (SSP target 95%)- Managing bullying from 78% to 88% (SSP target 90%)- Confidence and resiliency skills from 80% to 88% (SSP target 95%)</p>
	No	By 2024:	

Maximise literacy and numeracy outcomes for every student		<ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN numeracy from 52 per cent to 75 per cent</li> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN writing from 23 per cent to 60 per cent</li> <li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN spelling from 31 per cent to 60 per cent.</li> </ul>	
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Maximise student engagement and motivation.	No	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 82 per cent to 95 per cent</li> <li>• Sense of connectedness from 88 per cent to 95 per cent.</li> </ul>	

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<p>Maximise health and wellbeing outcomes for every student.</p>	<p>No</p>	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 87 per cent to 95 per cent</li> <li>• Respect for diversity from 85 per cent to 95 per cent</li> <li>• Teacher concern from 84 per cent to 95 per cent</li> <li>• Sense of confidence from 87 per cent to 95 per cent.</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>
<b>12 Month Target 1.1</b>	<p>LEARNING By 2023:</p> <p>TOP TWO BANDS</p> <ul style="list-style-type: none"> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN numeracy from 54% to 60% (SSP target 75%)</li> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN writing from 45% to 52% (SSP target 60%)</li> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN spelling from 62% to 65% (SSP 60%)</li> </ul> <p>BENCHMARK GROWTH</p> <ul style="list-style-type: none"> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 32% (2021) to 40% (SSP target 60%)</li> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 59% (2021) to 60% (SSP target 50%)</li> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 17% (2021) to 30% (SSP target 55%)</li> </ul> <p>SSS</p> <p>By 2023 improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>- Academic emphasis 69% to 85% (SSP target 90%)</li> <li>- Teacher collaboration from 43% to 80% (SSP target 90%)</li> <li>- Seek feedback to improve practice from 71% to 80% (SSP target 90%)</li> <li>- Use student feedback to improve practice from 63% to 70% (SSP target 90%)</li> <li>- Promote student ownership of learning goals from 67% to 80% (SSP target 90%)</li> <li>- Focus learning on real life problems from 75 per cent to 82% (SSP target 90%)</li> <li>- Knowledge of HITS from 79% to 85% (90% SSP target)</li> </ul> <p>WELLBEING</p>

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<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>LEARNING By 2023:</p> <p><b>TOP TWO BANDS</b></p> <ul style="list-style-type: none"> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN numeracy from 54% to 60% (SSP target 75%)</li> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN writing from 45% to 52% (SSP target 60%)</li> <li>- Increase the percentage of Year 5 students in the top two bands of NAPLAN spelling from 62% to 65% (SSP 60%)</li> </ul> <p><b>BENCHMARK GROWTH</b></p> <ul style="list-style-type: none"> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading from 32% (2021) to 40% (SSP target 60%)</li> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 59% (2021) to 60% (SSP target 50%)</li> <li>- Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 17% (2021) to 30% (SSP target 55%)</li> </ul> <p><b>SSS</b></p> <p>By 2023 improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>- Academic emphasis 69% to 85% (SSP target 90%)</li> <li>- Teacher collaboration from 43% to 80% (SSP target 90%)</li> <li>- Seek feedback to improve practice from 71% t to 80% (SSP target 90%)</li> <li>- Use student feedback to improve practice from 63% to 70% (SSP target 90%)</li> <li>- Promote student ownership of learning goals from 67% to 80% (SSP target 90%)</li> <li>- Focus learning on real life problems from 75 per cent to 82% (SSP target 90%)</li> <li>- Knowledge of HITS from 79% to 85% (90% SSP target)</li> </ul> <p><b>WELLBEING</b></p> <p><b>SSS</b></p> <p>By 2023, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>- Parent and community involvement from 76% to 80% (SSP target 90%)</li> </ul>

	<ul style="list-style-type: none"> <li>- Trust in students and parents from 69% to 75% (90% SSP target)</li> </ul> <p>ATSS</p> <p>By 2023, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>- Student voice and agency from 61% to 70% (SSP target 95%)</li> <li>- Sense of connectedness from 77% to 85% (SSP target 95%)</li> <li>- Effective classroom behaviour from 83% to 88% (SSP target 95%)</li> <li>- Respect for diversity from 77% to 85% (SSP target 95%)</li> <li>- Teacher concern from 64% to 85% (SSP target 95%)</li> <li>- Sense of confidence from 71% to 80% (SSP target 95%)</li> </ul> <p>POS</p> <p>By 2023, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>- Student voice and agency from 76% to 82% (SSP target 90%)</li> <li>- Student motivation and support from 76% to 82% (SSP target 90%)</li> <li>- Stimulating learning environment from 84% to 90% (SSP target 90%)</li> <li>- Promoting positive behaviour from 84% to 88% (SSP target 95%)</li> <li>- Managing bullying from 78% to 88% (SSP target 90%)</li> <li>- Confidence and resiliency skills from 80% to 88% (SSP target 95%)</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Develop the capability of middle leaders to effectively implement and drive a consistent whole school approach to PLCs.</p> <p>Develop, trial and refine the CSPS Maths Instructional Model.</p> <p>Refine and strengthen an approach to whole school reflective practice including Learning walks.</p> <p>Embed a whole school consistent approach to the teaching of Spelling.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage in rich numeracy experiences that enable critical thinking and problem solving.</li> <li>- Apply the following knowledge sets - visual/orthography, phonology, morphology and etymology to spell accurately and make reasonable and logical attempts at unknown words while writing.</li> <li>- Engage in learning experiences at their point of need.</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Collaboratively plan and implement rich numeracy experiences that enable critical thinking and problem solving, based on student data.</li> <li>- Explicitly teach a range of Spelling strategies that include: visual/orthography, phonology, morphology and etymology</li> <li>- Meet in PLCs to analyse and evaluate assessment data, plan differentiated instruction, monitor student learning progress and engage in reflective practice.</li> <li>- Undertake regular Learning Walks and reflect on practice with their colleagues.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Prioritise support and professional learning for whole staff and individual PLCs aligned with AIP goals and actions.</li> <li>- Ensure that PLC structures and processes are in place to support consistent and effective PLC practice across the school, including regular PLC Leads meetings.</li> <li>- Enable resourcing and timetabling for Learning Walks.</li> </ul>			
<b>Success Indicators</b>	<p>PLC and PLC Leads meeting agendas.          Whole school data sets including: NAPLAN, SSS, POS and ATSS.          Effective Spelling Approach formative assessments, SWST          Learning Walks template completed and Staff Meeting Minutes.          Collaborative planning documents including Data Protocols.          Documented CSPA Word Study Approach and Maths Instructional Model.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Provide targeted professional learning in key assessment tools (PAT EOI & MOI).	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide middle leaders with professional learning in facilitating PLCs (eg. Growth Coaching).	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide PLC professional learning overview to whole staff.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen PLC Leads meetings to enable collaboration across PLCs.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide whole staff professional learning in numeracy (Peter Sullivan Instructional Model, rich and challenging tasks, critical thinking practices).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities to embed new learning in the teaching of numeracy through: coaching, mentoring and planning support.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a CSPA Maths Instructional Model informed by new learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the structures for Learning Walks, including leadership support (eg. timetables).	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Provide opportunities in Staff Meetings to celebrate and share new learning and actions undertaken from Learning Walks with the whole staff.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Provide whole school professional learning in Spelling following the Effective Spelling Teaching Guide.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Provide opportunities to embed new learning in the teaching of Spelling through: coaching, mentoring and planning support. Word Study Approach</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a CSPA Word Study Approach informed by new learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Develop and communicate whole school protocols and expectations for the promotion of positive relationships and a calm and orderly environment, informed by SWPBS. (Displays, greeting visitors, moving around the school) Build teacher capability to identify students' wellbeing and mental health needs and access appropriate supports. Re-invigorate the whole school wellbeing teaching and learning approach. (Resilience Project, Respectful Relationships, CSPA Learner Leader Attributes)			
<b>Outcomes</b>	Students will: - Articulate and enact the expectations at CSPA that promote positive relationships and a calm and orderly environment.			

	<p>- Develop the social and emotional capabilities to engage in school in a meaningful way.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Articulate and enact the expectations at CSPS that promote positive relationships and a calm and orderly environment.</li> <li>- Understand the wellbeing, social and emotional needs of their students and how to access appropriate supports.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Model and clarify expectations that promote positive relationships and a calm and orderly environment.</li> <li>- Develop structures to foster the wellbeing and mental health of all students, including appropriate resources and professional learning.</li> </ul>			
<b>Success Indicators</b>	<p>PLC and PLC Leads meeting agendas that show analysis of wellbeing data sets.          Whole school data sets including: SSS, POS and ATSS.          Communication Artefacts - for the promotion of wellbeing and a calm and orderly environment.          Whole staff and class agreements (e.g. anchor charts)          Collaborative planning documents that indicate planning for student wellbeing and social and emotional learning.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Re-develop the Respectful Relationships team to drive and promote inclusivity and diversity.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Analyse data from daily wellbeing check-in during PLCs, to monitor and support student wellbeing.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Agenda regular times at PLC Leaders meeting to reflect on cohort wellbeing data (daily check-ins) and decide key actions.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support families to engage at-risk students with allied health professionals.(e.g. OnPsych Practitioner, DET SSS)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide targeted social and emotional support for identified students. (e.g. focus groups during assembly time, wet day timetable)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Capture feedback from students and teachers to prioritise foci for the promotion of positive relationships and a calm and orderly environment. (Informed by SWPBS Framework- displays, greeting visitors, moving around the school)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Develop and share communication artefacts that promote expected behaviours. (Videos, assembly presentations, newsletter items)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole staff agreements for key actions that promote expected behaviours across all learning spaces. (Informed by SWPBS framework)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support teams to collaboratively plan learning experiences that support student wellbeing and social and emotional learning.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>(Resilience Project, Respectful Relationships, CSPA Learner Leader Attributes, circle time)</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$0.00	\$5,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide whole staff professional learning in numeracy (Peter Sullivan Instructional Model, rich and challenging tasks, critical thinking practices).	\$5,000.00
<b>Totals</b>	<b>\$5,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide whole staff professional learning in numeracy (Peter Sullivan Instructional Model, rich and challenging tasks, critical thinking practices).	from: Term 1 to: Term 4		

<b>Totals</b>		\$0.00	
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### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide targeted professional learning in key assessment tools (PAT EOI & MOI).	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources ARC professional development <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide middle leaders with professional learning in facilitating PLCs (eg. Growth Coaching).	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources PLC training support - Trish Fahy.	<input checked="" type="checkbox"/> On-site
Provide PLC professional learning overview to whole staff.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources PLC training support - Trish Fahy	<input checked="" type="checkbox"/> On-site
Provide whole staff professional learning in numeracy (Peter Sullivan Instructional Model, rich and challenging tasks, critical thinking practices).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> On-site
Provide opportunities to embed new learning in the teaching of numeracy	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> On-site

through: coaching, mentoring and planning support.	<input checked="" type="checkbox"/> Numeracy Leader	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Refine the structures for Learning Walks, including leadership support (eg. timetables).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide opportunities in Staff Meetings to celebrate and share new learning and actions undertaken from Learning Walks with the whole staff.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning in Spelling following the Effective Spelling Teaching Guide.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide opportunities to embed new learning in the teaching of Spelling through: coaching, mentoring and planning support. Word Study Approach	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site