

2023 Annual Implementation Plan

for improving student outcomes

The Patch Primary School (5173)



Submitted for review by Debra Herrmann (School Principal) on 07 November, 2022 at 01:32 PM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 10 November, 2022 at 12:03 PM
Awaiting endorsement by School Council President

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	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	

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

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	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	

Enter your reflective comments	2022 has continued to reinforce the direct line of sight from the SSP, AIP to PDP. We constantly review our policies to meet the needs of students, staff and the community.. Individual students and families, that have been identified, have had access to a range of resources and activities. Staff wellbeing is of key importance to facilitate a safe, inclusive work environment. Student voice is a strength of The Patch PS. We will continue our journey to ensure student agency is used to build upon the current structures within the school and to clearly articulate and communicate this to all stakeholders. Our focus this year has been on developing a systematic professional learning schedule that has supported the goals of our AIP for 2022. In 2022 consolidation of our Leadership Improvement Team and development of the roles of our Team Leaders
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	has allowed for a greater focus on our strategic plan initiatives. In 2022 there has been a clear, concise direction and plan for meetings focused on research, data and improvement. This was developed to align the direction of the school against its targets.
Considerations for 2023	We have reflected on our student achievement and will continue to reflect on our communication process to the school community. This will include a process of re-marketing the school, reviewing our vision, values and goals in 2023 Our focus in 2023 will be to continue to develop and review our commitment to the 'Berry Street Model', 'Respectful Relationships', Physical Education and Health, and community wellbeing programs and room. The school will continue to have an approach of unconditional positive regard within the school and its community. In 2023 we will continue to use our knowledge gained from PLC's to develop, refine and target improvement areas that will improve student data as well as teacher practice wiht an emphasis on Numeracy. We will continue with a distributed leadership approach, with an expectation of a clear and a collective expectation around individual roles and responsibilities.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the achievement and learning growth of every student, particularly in numeracy and literacy.
Target 2.1	NAPLAN benchmark growth By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth: <ul style="list-style-type: none"> ● Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).
Target 2.2	NAPLAN Year 3 & 5 students performing in the top two bands

	<p>By 2024, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> ● Reading to 76 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Writing to 68 or above (from benchmark of 47 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Numeracy to 52 or above (from benchmark of 41 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). <p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> ● Reading to 74 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Writing to 34 or above (from benchmark of 19 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Numeracy to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).
<p>Target 2.3</p>	<p>Learning growth using teacher judgements</p> <p>In each year of the SSP, 90 per cent or more of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.</p>
<p>Target 2.4</p>	<p>Staff opinion</p> <p>By 2024, increase the percentage positive endorsement on the SSS:</p> <ul style="list-style-type: none"> ● Guaranteed and viable curriculum—from 71 in 2019 to 83 or above

	<ul style="list-style-type: none"> • Academic emphasis—from 65 in 2019 to 75 or above • Teacher collaboration—from 72 in 2019 to 80 or above • Instructional leadership—from 57 in 2019 to 70 or above
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed whole school instructional models that include the use of nature-based education for the teaching of Reading, Writing and Numeracy and that integrate the use of HITS, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
Key Improvement Strategy 2.c Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
Key Improvement Strategy 2.d Instructional and shared leadership	Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes
Goal 3	To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware.
Target 3.1	<p>Student opinion as shown in the AToSS</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency—from 56 in 2019 to 75 or above • Stimulated learning—from 65 in 2019 to 80 or above • Effort—from 71 in 2019 to 82 or above

Target 3.2	<p>Parent opinion</p> <p>By 2024 increase the percentage of positive endorsement on the POS:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 79 in 2019 to 85 or above • Student motivation and support from 75 in 2019 to 85 or above • Stimulating learning environment from 76 in 2019 to 85 or above
Key Improvement Strategy 3.a Building practice excellence	Build staff capacity to activate student voice, leadership and learner agency in all settings across the school
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress
Goal 4	To strengthen the social and emotional wellbeing of every student.
Target 4.1	<p>Student opinion as shown in the AToSS.</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Sense of connectedness—from 76 in 2019 to 85 or above • Classroom behaviour—from 77 in 2019 to 85 or above • Teacher concern—from 68 in 2019 to 80 or above • Resilience—from 68 in 2019 to 80 or above
Target 4.2	Parent opinion

	<p>By 2024, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—from 65 in 2019 to 75 or above • School improvement—from 72 in 2019 to 85 or above • Parent participation and involvement—from 74 in 2019 to 80 or above
<p>Key Improvement Strategy 4.a Empowering students and building school pride</p>	<p>Embed the whole school approach to social and emotional learning to further develop students' self-regulation, connectedness and resilience</p>
<p>Key Improvement Strategy 4.b Parents and carers as partners</p>	<p>Enhance opportunities for authentic learning partnerships between students, teachers and parents</p>
<p>Key Improvement Strategy 4.c Health and wellbeing</p>	<p>Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement and wellbeing</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal 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>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>STUDENT OPINION SURVEY:ENGAGEMENT Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2023 Student voice and agency 70 Stimulated learning 76 Effort 78 WELLBEING Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2023 Sense of connectedness 82 Classroom behaviour 83 Teacher concern 77 Resilience 77 NAPLAN ACHIEVEMENT Learning growth using Teacher Judgements In each year of the SSP, 90% or more of students will demonstrate 12 months or more learning growth in using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. 2023 Reading 50 Writing 38 Numeracy 41 NAPLAN Benchmark Growth YEAR 5 growth 2023 Reading 40 Writing 30 Numeracy 25 NAPLAN top 2 bands Year 3 & 5 YEAR 3 2023 Reading 65 Writing 47 Numeracy 41 YEAR 5 2023 Reading 64 Writing 19 Numeracy 36 Parent Opinion ENGAGEMENT Parent</p>

			<p>opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey 2023 Student voice and agency 83 Student motivation and support 83 Stimulating learning environment 83 WELLBEING Parent opinion By 2024, the percent positive endorsement on the Parent Opinion survey will improve: 2023 Teacher communication 73 School improvement 81 Parent participation and involvement 80 STAFF OPINION ACHIEVEMENT Staff opinion: By 2024, increase the percentage positive endorsement on the School Staff Survey Targets: 2023 Guaranteed and viable curriculum 80 Academic emphasis 72 Teacher collaboration 78 Instructional leadership 67</p>
To improve the achievement and learning growth of every student, particularly in numeracy and literacy.	No	<p>NAPLAN benchmark growth</p> <p>By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth:</p> <ul style="list-style-type: none"> • Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). 	
		<p>NAPLAN Year 3 & 5 students performing in the top two bands</p> <p>By 2024, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p>	

		<ul style="list-style-type: none"> • Reading to 76 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 68 or above (from benchmark of 47 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 52 or above (from benchmark of 41 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). <p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 74 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 34 or above (from benchmark of 19 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). 	
		<p>Learning growth using teacher judgements</p> <p>In each year of the SSP, 90 per cent or more of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.</p>	
		<p>Staff opinion</p> <p>By 2024, increase the percentage positive endorsement on the SSS:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—from 71 in 2019 to 83 or above 	

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To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware.	No	<p>Student opinion as shown in the AToSS</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency—from 56 in 2019 to 75 or above • Stimulated learning—from 65 in 2019 to 80 or above • Effort—from 71 in 2019 to 82 or above 	
		<p>Parent opinion</p> <p>By 2024 increase the percentage of positive endorsement on the POS:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 79 in 2019 to 85 or above • Student motivation and support from 75 in 2019 to 85 or above • Stimulating learning environment from 76 in 2019 to 85 or above 	
To strengthen the social and emotional wellbeing of every student.	No	<p>Student opinion as shown in the AToSS.</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Sense of connectedness—from 76 in 2019 to 85 or above • Classroom behaviour—from 77 in 2019 to 85 or above • Teacher concern—from 68 in 2019 to 80 or above • Resilience—from 68 in 2019 to 80 or above 	
		Parent opinion	

		<p>By 2024, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—from 65 in 2019 to 75 or above • School improvement—from 72 in 2019 to 85 or above • Parent participation and involvement—from 74 in 2019 to 80 or above 	
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Goal 1	<p>2023 Priorities Goal 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>
12 Month Target 1.1	<p>STUDENT OPINION SURVEY: ENGAGEMENT Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2023 Student voice and agency 70 Stimulated learning 76 Effort 78 WELLBEING Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2023 Sense of connectedness 82 Classroom behaviour 83 Teacher concern 77 Resilience 77 NAPLAN ACHIEVEMENT Learning growth using Teacher Judgements In each year of the SSP, 90% or more of students will demonstrate 12 months or more learning growth in using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. 2023 Reading 50</p>

Writing	38
Numeracy	41
NAPLAN Benchmark Growth	
YEAR 5 growth 2023	
Reading	40
Writing	30
Numeracy	25
NAPLAN top 2 bands Year 3 & 5	
YEAR 3 2023	
Reading	65
Writing	47
Numeracy	41
YEAR 5 2023	
Reading	64
Writing	19
Numeracy	36
Parent Opinion	
ENGAGEMENT	
Parent opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey	
2023	
Student voice and agency	83
Student motivation and support	83
Stimulating learning environment	83
WELLBEING	
Parent opinion: By 2024, the percent positive endorsement on the Parent Opinion survey will improve:	
2023	
Teacher communication	73
School improvement	81
Parent participation and involvement	80
STAFF OPINION	
ACHIEVEMENT	
Staff opinion: By 2024, increase the percentage positive endorsement on the School Staff Survey	
Targets:	
2023	
Guaranteed and viable curriculum	80
Academic emphasis	72

	Teacher collaboration 78 Instructional leadership 67	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

	<p>YEAR 3 2023</p> <p>Reading 65</p> <p>Writing 47</p> <p>Numeracy 41</p> <p>YEAR 5 2023</p> <p>Reading 64</p> <p>Writing 19</p> <p>Numeracy 36</p> <p>Parent Opinion</p> <p>ENGAGEMENT</p> <p>Parent opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey</p> <p>2023</p> <p>Student voice and agency 83</p> <p>Student motivation and support 83</p> <p>Stimulating learning environment 83</p> <p>WELLBEING</p> <p>Parent opinion By 2024, the percent positive endorsement on the Parent Opinion survey will improve:</p> <p>2023</p> <p>Teacher communication 73</p> <p>School improvement 81</p> <p>Parent participation and involvement 80</p> <p>STAFF OPINION</p> <p>ACHIEVEMENT</p> <p>Staff opinion: By 2024, increase the percentage positive endorsement on the School Staff Survey</p> <p>Targets:</p> <p>2023</p> <p>Guaranteed and viable curriculum 80</p> <p>Academic emphasis 72</p> <p>Teacher collaboration 78</p> <p>Instructional leadership 67</p>
<p>KIS 1.a 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>

Actions	<p>Develop data literacy in numeracy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support.</p> <p>Whole school professional learning on 'Nature Based Learning' (NBL) that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every learning environment</p>
Outcomes	<p>Leaders will: Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Build on developing and improving current understanding in NBL instruction. Build staff capacity to activate student voice and learner agency.</p> <p>Staff will: Identify student learning needs through use of diagnostic data in numeracy Plan for differentiation based on student learning data Implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Identify students in need of targeted support or intervention who will have an Individual Education Plan in numeracy (TLI and Tier 2 funding). Provide feedback in regards to NBL in numeracy.</p> <p>Students will: Receive targeted Numeracy academic support or intervention where identified Know what the next steps are to progress their learning in Numeracy Display an increased use of Numeracy-specific vocabulary Provide feedback in regards to NBL in numeracy.</p>
Success Indicators	<p>Early indicators: Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Numeracy The percentage of students in the top two NAPLAN bands for Numeracy will increase SSS factors: guaranteed and viable curriculum, academic emphasis, teacher collaboration and instructional leadership AtoSS factors: stimulated learning, effort and student voice and agency</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Build a team of teachers to review and strengthen current Numeracy practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<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

Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team <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
Teachers to trial formative and summative assessment rubrics for Numeracy units	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <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
Prioritise collaboration time in PLCs and share effective NBL strategies in numeracy.	<input checked="" type="checkbox"/> Assistant Principal <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole school professional learning on trauma-informed practice, Berry Street Education Model and Respectful Relationships and Nature Based Learning. Whole school professional learning on wellbeing that integrates NBL.			
Outcomes	<p>Leaders will: Provide and lead professional learning in mental health reforms, trauma informed practices, Respectful Relationships and NBL. Engage with regions and networks to share trauma-informed practices Respectful Relationships and NBL. Build on developing and improving current understanding in NBL. Survey staff, students and community and provide feedback in regards to NBL,</p> <p>Teachers will: Understand and use the 'Berry Street Education' and Respectful Relationships resources to inform their classroom practice and planning. Understand and use consistent language as identified in the 'Berry Street' model and MoRE training Understand and use "Managing Disclosures" resources Understand and use NBL strategies in regard to student wellbeing</p> <p>Students will: Understand and use consistent language from the 'Berry Street' model. Apply strategies from the 'Berry Street' model. Provide feedback in regards to NBL.</p>			
Success Indicators	Early indicators: Documentation of frameworks, policies or programs.			

	<p>Documentation of curriculum will show plans for social and emotional learning ? Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability ? PSS factors: teacher communication, school improvement and parent participation and involvement. ? AtoSS factors: sense of connectedness, classroom behaviour, teacher concern and resilience.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing 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
Consolidation of curriculum resources to reflect trauma informed practice, 'The Berry Street Education Model' and Nature Based Learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing 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
Wellbeing team members contribute to curriculum unit development team meetings and Nature-Based Learning in regards to wellbeing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing 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
Expand community understanding of Nature-Based Learning and the benefits to wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,201.20	\$17,201.20	\$0.00
Disability Inclusion Tier 2 Funding	\$118,505.23	\$118,505.23	\$0.00
Schools Mental Health Fund and Menu	\$37,806.60	\$37,806.60	\$0.00
Total	\$173,513.03	\$173,513.03	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	\$173,513.03
Totals	\$173,513.03

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4	\$17,201.20	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$17,201.20	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4	\$118,505.23	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$118,505.23	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4	\$37,806.60	<input checked="" type="checkbox"/> Respectful Relationships (free) <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$37,806.60	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Build a team of teachers to review and strengthen current Numeracy practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Teachers to trial formative and summative assessment rubrics for Numeracy units	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Prioritise collaboration time in PLCs and share effective NBL strategies in numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Consolidation of curriculum resources to reflect trauma informed practice, 'The Berry Street Education Model' and Nature Based Learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Lindsay Crockett - Trauma Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Wellbeing team members contribute to curriculum unit development team meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

and Nature-Based Learning in regards to wellbeing.	<input checked="" type="checkbox"/> Wellbeing Team			<input checked="" type="checkbox"/> PLC/PLT Meeting		
Expand community understanding of Nature-Based Learning and the benefits to wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site