

# 2024 Annual Implementation Plan

## for improving student outcomes

Newcomb Primary School (5444)



Submitted for review by Rachael Buck (School Principal) on 18 December, 2023 at 12:34 PM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 19 January, 2024 at 08:29 AM  
Endorsed by Gary Winbolt (School Council President) on 14 February, 2024 at 05:11 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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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	

<b>Assessment</b>	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	

<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 and resources</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>Future planning</b>	<p>We are really pleased with our progress this year. As we have had a two-year focus on Literacy and in particular reading our focus will shift to Mathematics and Writing in 2024.</p> <p>Our enrolments have increased significantly over the past 18 months, and we will be moving from 5 classes to 7 in 2024. A future focus will be to ensure our consistent practices are embedded and new staff are supported through coaching and mentoring.</p> <p>Our Community of Practice work will continue with Wangala, St Leonards and Whittington with a focus on instructional coaching. Bron Ryrie-Jones will lead this work across the four schools including working in each school with their</p>
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	<p>instructional leaders. We will continue our focus on having a strong MTSS framework and are excited about partnering with the Resilience Project and the Geelong Cats in 2023 to strengthen the teaching of social and emotional learning.</p>
<b>Documents that support this plan</b>	

## 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>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
Optimise the learning growth of every student in literacy and numeracy.	Yes	<p>NAPLAN - Top two bands By 2025, the percentage of Year 3 students assessed in the top two bands of NAPLAN will increase in:</p> <ul style="list-style-type: none"> <li>• Reading to increase from 27% in 2021 to 43%</li> <li>• Writing to increase from 0% in 2021 to 25 %</li> <li>• Numeracy to increase from 0% in 2021 to 24 %.</li> </ul> <p>By 2025, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> <li>• Reading to increase from 0% in 2021 to 26%</li> <li>• Writing to increase from 0% in 2021 to 7%</li> <li>• Numeracy to increase from 0% in 2021 to 17%</li> </ul>	<p>NAPLAN Exceeding or strong students: Year 3: Reading: from 46% to 50% Writing: from 54% to 60% Spelling: from 54% to 60% Numeracy: from 31% to 40% G &amp; P: from 38% to 40% Year 5: Reading: from 38% to 50% Writing: from 38% to 50% Spelling: from 38% to 50% Numeracy: from 31% to 45% G &amp; P: from 31% to 45%</p>
		<p>NAPLAN - Benchmark growth By 2025, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> <li>• In Reading from 0% in 2021 to 20%</li> <li>• In Numeracy from 0% in 2021 to 20%</li> </ul>	NAPLAN Benchmark growth NA

		<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> <li>• in Reading from 66% in 2021 to 75%</li> <li>• in speaking and listening from 70% in 2021 to 80%</li> <li>• in Writing from 61% in 2021 to 70%</li> <li>• in Number and Algebra from 69% in 2021 to 75%</li> </ul>	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> <li>• in Reading from 66% in 2021 to 75%</li> <li>• in speaking and listening from 70% in 2021 to 80%</li> <li>• in Writing from 61% in 2021 to 70%</li> <li>• in Number and Algebra from 69% in 2021 to 75%</li> </ul>
		<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures in the School Climate module will increase in:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 46% in 2021 to 60%.</li> <li>• Collective efficacy from 48% in 2021 to 60%</li> </ul>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures in the School Climate module will increase in:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 56% in 2023 to 65%.</li> <li>• Collective efficacy from 73% in 2023 to 80%</li> <li>• Collaborate to plan curriculum from 67% in 2023 to 80%</li> </ul>
<p>Improve the wellbeing and engagement of all students.</p>	<p>Yes</p>	<p>Student Attitudes to School Survey</p> <p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 63% in 2021 to 75%</li> <li>• Perseverance from 70% in 2021 to 80%</li> </ul>	<p>Student Attitudes to School Survey</p> <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 72% in 2023 to 75%</li> <li>• Perseverance from 77% in 2023 to 80%</li> </ul>
		<p>Attendance</p> <p>By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 33% in 2021 to 28%.</p>	<p>By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 35% in 2023 to 30%.</p>
		<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 37% in 2021 to 50%</li> </ul>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 42% in 2023 to 48%</li> </ul>

		<p>Parent Opinion Survey</p> <p>By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement:</p> <ul style="list-style-type: none"> <li>Teacher communication from 63% in 2021 to 74%</li> </ul> <p>In the Student Cognitive engagement:</p> <ul style="list-style-type: none"> <li>Stimulating learning environment from 71% in 2021 to 80%</li> </ul>	<p>Parent Opinion Survey</p> <p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement:</p> <p>Teacher communication from 67% in 2023 to 70%</p> <p>In the Student Cognitive engagement:</p> <p>Stimulating learning environment from 84% in 2023 to 88%</p>
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<b>Goal 2</b>	<b>Optimise the learning growth of every student in literacy and numeracy.</b>
<b>12-month target 2.1-month target</b>	<p>NAPLAN</p> <p>Exceeding or strong students:</p> <p>Year 3:</p> <p>Reading: from 46% to 50%</p> <p>Writing: from 54% to 60%</p> <p>Spelling: from 54% to 60%</p> <p>Numeracy: from 31% to 40%</p> <p>G &amp; P: from 38% to 40%</p> <p>Year 5:</p> <p>Reading: from 38% to 50%</p> <p>Writing: from 38% to 50%</p> <p>Spelling: from 38% to 50%</p> <p>Numeracy: from 31% to 45%</p> <p>G &amp; P: from 31% to 45%</p>
<b>12-month target 2.2-month target</b>	NAPLAN Benchmark growth NA
<b>12-month target 2.3-month target</b>	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p>

	<p>in Reading from 66% in 2021 to 75%</p> <p>in speaking and listening from 70% in 2021 to 80%</p> <p>in Writing from 61% in 2021 to 70%</p> <p>in Number and Algebra from 69% in 2021 to 75%</p>	
<b>12-month target 2.4-month target</b>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures in the School Climate module will increase in:</p> <p>Academic emphasis from 56% in 2023 to 65%.</p> <p>Collective efficacy from 73% in 2023 to 80%</p> <p>Collaborate to plan curriculum from 67% in 2023 to 80%</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Excellence in teaching and learning	Enhance teacher practice through the implementation of Professional Learning Communities.	No
<b>KIS 2.b</b> Excellence in teaching and learning	Implement a tiered approach to teaching and learning based on data.	Yes
<b>KIS 2.c</b> Professional leadership	Further develop a school wide culture of collaboration and high expectations.	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.	Over the past two years we have had a strong focus on Literacy instruction particularly reading. Selection of these KIS will support our shift in focus to writing and numeracy. We will investigate mathematics assessments and use the data to implement a tiered approach to teaching and learning. We will also have four new staff members next year so ensuring we continue to embed a school wide culture of collaboration and high expectations will be vital.	



<b>Goal 3</b>	<b>Improve the wellbeing and engagement of all students.</b>	
<b>12-month target 3.1-month target</b>	<p>Student Attitudes to School Survey</p> <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain:</p> <p>Sense of confidence from 72% in 2023 to 75% Perseverance from 77% in 2023 to 80%</p>	
<b>12-month target 3.2-month target</b>	By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 35*% in 2023 to 30%.	
<b>12-month target 3.3-month target</b>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <p>Trust in students and parents from 42% in 2023 to 48%</p>	
<b>12-month target 3.4-month target</b>	<p>Parent Opinion Survey</p> <p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement: Teacher communication from 67% in 2023 to 70%</p> <p>In the Student Cognitive engagement: Stimulating learning environment from 84% in 2023 to 88%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Strengthen tiered approaches to support student social and emotional wellbeing.	Yes

<p><b>KIS 3.b</b> Community engagement in learning</p>	<p>Develop and embed effective partnerships within and beyond the school community to support student wellbeing.</p>	<p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This year we have strengthened our tiered approaches to support student social and emotional wellbeing particularly tier 2 and 3. Next we will focus on tier 1 instruction including explicitly teaching social and emotional learning and partnering with the Resilience Project.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Optimise the learning growth of every student in literacy and numeracy.
<b>12-month target 2.1 target</b>	<p>NAPLAN Exceeding or strong students: Year 3: Reading: from 46% to 50% Writing: from 54% to 60% Spelling: from 54% to 60% Numeracy: from 31% to 40% G &amp; P: from 38% to 40%</p> <p>Year 5: Reading: from 38% to 50% Writing: from 38% to 50% Spelling: from 38% to 50% Numeracy: from 31% to 45% G &amp; P: from 31% to 45%</p>
<b>12-month target 2.2 target</b>	NAPLAN Benchmark growth NA
<b>12-month target 2.3 target</b>	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <p>in Reading from 66% in 2021 to 75% in speaking and listening from 70% in 2021 to 80% in Writing from 61% in 2021 to 70% in Number and Algebra from 69% in 2021 to 75%</p>
<b>12-month target 2.4 target</b>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures in the School Climate module</p>

	<p>will increase in:</p> <p>Academic emphasis from 56% in 2023 to 65%. Collective efficacy from 73% in 2023 to 80%</p> <p>Collaborate to plan curriculum from 67% in 2023 to 80%</p>
<b>KIS 2.b</b> Curriculum planning and assessment	Implement a tiered approach to teaching and learning based on data.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Embed consistent practice across the school, unpacking our instructional models for reading, writing and mathematics</li> <li>- Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs</li> <li>- Develop a multi-tiered response to meet students' individual learning needs</li> <li>- Embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice</li> <li>- Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will know how lessons are structured and how this supports their learning</li> <li>- Students in need of targeted academic support or intervention will be identified and supported</li> <li>- Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs</li> <li>- Students will know what the next steps are to progress their learning</li>   <li>- Teachers will consistently implement the agreed assessment schedule</li> <li>- Teachers will identify student learning needs based on diagnostic assessment data</li> <li>- Teachers and tutors will plan for differentiation based on student learning data</li> <li>- Teachers will implement differentiated teaching and learning to meet individual student needs</li> <li>- Teachers will provide regular feedback and monitor student progress using data walls and data systems</li> <li>- Tutors will provide targeted academic support to students</li> <li>- Teachers will develop student IEPs and BSPs that describe adjustments to meet their needs</li> <li>- Education Support staff provide high quality tier 2 and 3 support to students in the classroom</li>   <li>- Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Develop an agreed evidenced based assessment schedule for numeracy and writing and embed time for moderation of student</li> </ul>

	<p>work in the professional learning calendar</p> <ul style="list-style-type: none"> <li>- Embed our multi-tiered response system of support that meets the needs of the school</li> <li>- Embed the revised Instructional Models to establish how the multi-tiered response model will be adopted in classrooms</li> <li>- Curriculum documentation will show plans for differentiation and adjustments made for students</li> <li>- Develop a shared PDP goal focusing on assessment and differentiation</li> <li>- Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities</li> <li>- Review and update IEPs and BSP for selected students. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</li> <li>- Observing to learn (learning walks and peer observations) happening across the school (learning walks twice per term minimum)</li> <li>- All staff to access coaching for learning specialists (minimum 1 coaching cycle per term per teacher)</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum judgements will show growth in learning</li> <li>- SSS factors: instructional leadership, collective efficacy, academic emphasis</li> <li>- AtoSS factors: stimulated learning, effective teaching time</li> <li>- NAPLAN reading, writing, spelling and numeracy</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in responsive teaching and instructional coaching CoP with Wangala, Whittington and St Leonards	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used
Explicit Phonics instruction for new staff	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,267.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Observing to learn- including coaching, peer observations and learning walks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School improvement team		to: Term 4	
Maths professional learning including- Pr1me and Ochre resources	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase Pr1me and Spelling Mastery resources	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,622.46  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Writing Revolution Training	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$8,015.00
Develop instructional Playbook with support from Bronwyn Rylie-Jones	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.c</b> Vision, values and culture	Further develop a school wide culture of collaboration and high expectations.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Embed consistent practices across the school including fidelity of implementation of instruction models and high impact teaching strategies</li> <li>- Embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice</li> <li>- Develop coaching processes to support teachers to improve practice</li> <li>- Develop structures to support collaborate planning time</li> </ul>			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will consistently implement the agreed assessment schedule</li> <li>- Teachers will follow the agreed instructional models and non-negotiables</li> <li>- Teachers will plan in their teaching teams weekly</li> <li>- Teachers will be coached regularly (minimum 1 coaching cycle per teacher per term)</li> <li>- Teachers will share student learning regularly on Class Dojo</li>   <li>- Leaders will have follow up conversation after coaching and learning walks</li> <li>- Leaders will support the continuous development, documentation and revision of a multi-tiered response model to wellbeing and engagement</li> <li>- Leaders will participate in Instructional Coaching professional learning as part of our CoP with Bronwyn Rylie-Jones</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- shared PDP goals</li> <li>- streamlined communication processes</li> <li>- refined roles and responsibilities</li> <li>- collaborative planning time</li> <li>- observation/learning walks seeing the instruction model implemented with fidelity</li> <li>- ES meeting weekly</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- SSS factors: instructional leadership, collective efficacy, academic emphasis, collaboration to plan curriculum</li> <li>- AtoSS- learning and behaviour</li> <li>- Parent Opinion Survey- teacher communication</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Bronwyn Rylie Jones Professional Learning	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,997.50  <input checked="" type="checkbox"/> Other funding will be used
Instructional coaching and responsive teaching CoP with Wangala, Whittington and St Leonards	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Specialist timetable developed to allow for collaborative planning time	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Twice termly learning walks	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ES weekly collaboration and professional learning meetings	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Weekly instruction coaching (minimum 1 cycle per term per teacher)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop consistent processes (non-negotiables) regarding communication with families with a focus on sharing learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>Goal 3</b>	Improve the wellbeing and engagement of all students.			
<b>12-month target 3.1 target</b>	Student Attitudes to School Survey  By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:			



	<p>In the Learner Characteristics and Disposition domain:</p> <p>Sense of confidence from 72% in 2023 to 75%</p> <p>Perseverance from 77% in 2023 to 80%</p>
<b>12-month target 3.2 target</b>	By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 35*% in 2023 to 30%.
<b>12-month target 3.3 target</b>	<p>School Staff Survey</p> <p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <p>Trust in students and parents from 42% in 2023 to 48%</p>
<b>12-month target 3.4 target</b>	<p>Parent Opinion Survey</p> <p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement: Teacher communication from 67% in 2023 to 70%</p> <p>In the Student Cognitive engagement: Stimulating learning environment from 84% in 2023 to 88%</p>
<b>KIS 3.a</b> Health and wellbeing	Strengthen tiered approaches to support student social and emotional wellbeing.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen the whole school approach towards social and emotional learning</li> <li>- Embed The Resilience Project program alongside current wellbeing frameworks (SWPBS, Berry Street, Zones of Regulation, RRRR)</li> <li>- Develop a tiered process for wellbeing referrals</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will report improved emotional awareness and resilience</li> <li>- Students will be able to explain what positive mental health means and where they can seek support at school</li> <li>- Student leaders will be able to recognise, respond to and refer mental health emergencies</li> </ul>

	<ul style="list-style-type: none"> <li>- Teachers will plan for and implement social and emotional learning within their curriculum areas</li> <li>- Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>- Teachers will follow the process for referring students who require tier 2 or tier 3 wellbeing support</li>   <li>- All staff will complete The Resilience Project professional learning</li>   <li>- Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li>   <li>- Wellbeing team will directly support students' mental health and/or provide referrals</li> <li>- Wellbeing team will follow the referral process for addressing students who require tier 2 or tier 3 wellbeing support</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Curriculum documentation will show planning for social and emotional learning</li> <li>- The Resilience Project program and resources will be explicitly taught weekly</li> <li>- Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum: Personal and Social Capability outcomes will show growth and student variation</li> <li>- SSS factors: build resilience and a resilient support environment, trust in students and parents</li> <li>- AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</li> <li>- Compass wellbeing data will reflect the referral process and outcomes for students</li> <li>- Reduction in behaviour chronicles on Compass</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Participation in The Resilience Project program	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Fulltime wellbeing coordinator providing tiered support to staff, students and families	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create triage process on Compass for wellbeing referrals	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Mental Health Leader to provide ongoing support to staff to maximise the use of IEPs, BSPs and SSGs	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,753.25  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Inclusion coaching to support the teaching of social and emotional learning	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> 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	\$226,809.78	\$226,809.78	\$0.00
Disability Inclusion Tier 2 Funding	\$98,668.37	\$98,668.37	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$356,231.40</b>	<b>\$356,231.40</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Explicit Phonics instruction for new staff	\$3,267.00
Purchase Pr1me and Spelling Mastery resources	\$7,622.46
Participation in The Resilience Project program	\$8,000.00
Fulltime wellbeing coordinator providing tiered support to staff, students and families	\$60,000.00
Mental Health Leader to provide ongoing support to staff to maximise the use of IEPs, BSPs and SSGs	\$22,753.25
<b>Totals</b>	<b>\$101,642.71</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Fulltime wellbeing coordinator providing tiered support to staff, students and families	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$60,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Explicit Phonics instruction for new staff	from: Term 1 to: Term 2	\$3,267.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  •
Purchase Pr1me and Spelling Mastery resources	from: Term 1 to: Term 1	\$7,622.46	<input checked="" type="checkbox"/> Teaching and learning programs and resources  •
<b>Totals</b>		\$10,889.46	

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

Activities and milestones	When	Funding allocated (\$)	Category
Participation in The Resilience Project program	from: Term 1	\$8,000.00	<input checked="" type="checkbox"/> The Resilience Project  <b>This activity will use Mental Health Menu staffing</b>

	to: Term 4		○ Program delivered in school by external service provider
Mental Health Leader to provide ongoing support to staff to maximise the use of IEPs, BSPs and SSGs	from: Term 1 to: Term 4	\$22,753.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$30,753.25	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support Staff	\$166,809.78
Learning Specialist- Inclusion Coach	\$87,778.91
<b>Totals</b>	\$254,588.69

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$166,809.78	<input checked="" type="checkbox"/> School-based staffing
Learning Specialist- Inclusion Coach	from: Term 1 to: Term 4	\$0.00	

<b>Totals</b>		\$166,809.78	
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### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Learning Specialist- Inclusion Coach	from: Term 1 to: Term 4	\$87,778.91	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
<b>Totals</b>		\$87,778.91	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Learning Specialist- Inclusion Coach	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Participate in responsive teaching and instructional coaching CoP with Wangala, Whittington and St Leonards	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> On-site
Explicit Phonics instruction for new staff	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Maths professional learning including- Pr1me and Ochre resources	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Writing Revolution Training	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Bronwyn Ryrie Jones Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> Off-site



		to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection			Ocean Grove Surf Club
Participation in The Resilience Project program	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants TRP	<input checked="" type="checkbox"/> On-site