

# 2023 Annual Implementation Plan

## for improving student outcomes

Southmoor Primary School (4910)



Submitted for review by Jenny Siriopoulos (School Principal) on 20 December, 2022 at 01:38 PM  
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 29 May, 2023 at 01:12 PM  
Endorsed by Rebecca Smith (School Council President) on 04 June, 2023 at 07:44 PM

## 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	

<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	Evolving
	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>Successful trial of Smiling Minds initiative</p> <p>Areas of need for future student support identified and planning underway (eg. SECASA Feeling Safe Together program)</p> <p>Increased resources (staffing) in intervention/TLI area has yielded positive progress and results, with many students being able to access the PreLit (Prep), MiniLit (Grade 1/2) and MacqLit (Grade 3-6) and Reinforced Reading (one to one for students who don't attend school regularly enough for group intervention or who did not respond in the small group setting)</p> <p>A consistent year of onsite schooling meant that units planned could be delivered as intended, throughout the year</p> <p>A full year of the phonics program in P-2 was able to be implemented for the first time since we began using it in 2020</p>
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	<p>Highly successful maths PD program this year- Rob Vingerhoets was excellent and highly engaging, Paul Swan provided short, sharp PD over multiple sessions focussing on accessible maths games</p> <p>Intensive PD for the 5/6 team with Kristy Elliott (wellbeing at work) and whole staff sessions (Restorative Practices)</p> <p>Uncertainty and change in leadership structure over the course of 2022 was a significant challenge.</p> <p>Staff illness and absence, due to COVID and flu, as well as student absence, impacted some programs and student progress.</p>
<b>Considerations for 2023</b>	<ul style="list-style-type: none"> <li>*SRP and related financial factors</li> <li>*Continued focus on wellbeing for staff and students</li> <li>*School Staff Survey areas of focus</li> <li>*Development of PLCs for Attendance, Literacy, Numeracy</li> <li>*Staff Wellbeing Committee</li> <li>*Introduction of the Phonics Check for Year 1</li> </ul>
<b>Documents that support this plan</b>	

## 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>	To improve student learning.
<b>Target 2.1</b>	By 2025, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN two years later, will increase from: <ul style="list-style-type: none"> <li>• 77% (2021) to 82% (2025) in Reading</li> <li>• 36% (2021) to 50% (2025) in Writing</li> <li>• 57% (2021) to 70% (2025) in Numeracy.</li> </ul>
<b>Target 2.2</b>	By 2025, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 19 per cent (2021) to 12 per cent (2025).

<b>Target 2.3</b>	<p>By 2025, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> <li>• 61% (2021) to 71% (2025) for Academic emphasis</li> <li>• 74% (2021) to 84% (2025) for Collective efficacy</li> <li>• 23% (2021) to 50% (2025) for Teacher collaboration</li> <li>• 64% (2021) to 75% (2025) for Instructional leadership.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity to use data to modify teaching and learning practices and to improve student outcomes.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Strengthen teacher capacity to consistently implement high impact teaching strategies and effective assessment processes.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Further develop and embed consistent and rigorous processes for improving Literacy and Numeracy.
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Build the instructional and shared leadership of all staff.
<b>Goal 3</b>	To improve student engagement.
<b>Target 3.1</b>	<p>By 2025, the percentage positive response in the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 80% (2021) to 88% (2025) for Student voice and agency</li> <li>• 89% (2019) to 93% (2025) for Self-regulation and goal setting</li> <li>• 85% (2021) to 90% (2025) for Motivation and interest.</li> </ul>

<b>Target 3.2</b>	<p>By 2025, the percentage positive response in the Parent Opinion Survey (POS) will increase from:</p> <ul style="list-style-type: none"> <li>• 84% (2019) to 90% (2025) for Student agency and voice</li> <li>• 80% (2019) to 88% (2025) for Parent participation and involvement.</li> </ul>
<b>Target 3.3</b>	<p>By 2025, the percentage positive response in the SSS will increase from 59 per cent (2021) to 70 per cent (2025) for Parent and community involvement.</p>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	<p>Continue to foster student voice and agency and student leadership to strengthen student participation and engagement in learning.</p>
<b>Key Improvement Strategy 3.b</b> Building practice excellence	<p>Further implement an inquiry-based approach that is responsive, challenging, engaging and authentic for students.</p>
<b>Key Improvement Strategy 3.c</b> Building communities	<p>Increase partnerships between the school, families and the community, as a key to improving student outcomes.</p>
<b>Goal 4</b>	<p>To improve student wellbeing.</p>
<b>Target 4.1</b>	<p>By 2025, the percentage positive response in the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 76% (2021) to 85% (2025) for Emotional awareness and regulation</li> <li>• 84% (2021) to 90% (2025) for Perseverance</li> <li>• 86% (2021) to 90% (2025) for Managing bullying.</li> </ul>

<b>Target 4.2</b>	<p>By 2025, the percentage positive response in the SSS will increase from <b>xxx</b> baseline in 2022 by 10 per cent to <b>xxx</b> (2025) for the scales in the School staff wellbeing and safety module.</p> <p><b>Edit: Insert 2022 baseline and 2025 target</b></p>
<b>Target 4.3</b>	<p>By 2025, the percentage of students who are absent from school for 20 days or more will decrease from 26 per cent (2019) to 18 per cent (2025).</p>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	<p>Develop and implement a multi-tiered whole-school wellbeing strategy.</p>
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	<p>Embed systematic processes to gather data to support the prioritisation, development and implementation of actions to support wellbeing and inclusion.</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><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>For a decrease from 24% (84 students out of 350 students with data in both reporting periods) in 2022 to 20% in 2023 of students showing less than expected growth in Number and Algebra in Teacher Judgments from Semester 2 2022 to Semester 2 2023</p>
To improve student learning.	Yes	<p>By 2025, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN two years later, will increase from:</p> <ul style="list-style-type: none"> <li>• 77% (2021) to 82% (2025) in Reading</li> <li>• 36% (2021) to 50% (2025) in Writing</li> <li>• 57% (2021) to 70% (2025) in Numeracy.</li> </ul>	<p>By 2023, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN will increase from:77% in 2021 to 80% in 2023 in Reading36% in 2021 to 41% in 2023 in Writing57% in 2021 to 62% in 2023 in Numeracy</p>
		<p>By 2025, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 19 per cent (2021) to 12 per cent (2025).</p>	<p>In 2023, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 17% in 2022 to 15% in 2023</p>
		<p>By 2025, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> <li>• 61% (2021) to 71% (2025) for Academic emphasis</li> <li>• 74% (2021) to 84% (2025) for Collective efficacy</li> <li>• 23% (2021) to 50% (2025) for Teacher collaboration</li> <li>• 64% (2021) to 75% (2025) for Instructional leadership.</li> </ul>	<p>In 2023, the percentage of positive responses in the SSS will increase from:56% (2022) to 61% in 2023 Academic emphasis62% (2022) to 68% in 2023 for Collective efficacy17% (2022) to 23% in 2023 for Teacher</p>

			collaboration 59% (2022) to 65% in 2023 for Instructional leadership
To improve student engagement.	Yes	By 2025, the percentage positive response in the AToSS will increase from: <ul style="list-style-type: none"> <li>• 80% (2021) to 88% (2025) for Student voice and agency</li> <li>• 89% (2019) to 93% (2025) for Self-regulation and goal setting</li> <li>• 85% (2021) to 90% (2025) for Motivation and interest.</li> </ul>	In 2023, the percentage of positive responses in the AToSS will increase from:72% (2022) to 75% (2023) for Student voice and agency86% (2022) to 89% (2023) for Self-regulation and goal setting80% (2022) to 83% (2023) for Motivation and interest
		By 2025, the percentage positive response in the Parent Opinion Survey (POS) will increase from: <ul style="list-style-type: none"> <li>• 84% (2019) to 90% (2025) for Student agency and voice</li> <li>• 80% (2019) to 88% (2025) for Parent participation and involvement.</li> </ul>	In 2023, the percentage positive responses in the POS will increase from 73% (2022) to 80% (2023) for Student agency and voice63% (2022) to 70% (2023) for Parent participation and involvement
		By 2025, the percentage positive response in the SSS will increase from 59 per cent (2021) to 70 per cent (2025) for Parent and community involvement.	In 2023, the percentage of positive response in the SSS will increase from 49% (2022) to 55% (2023) for Parent and community involvement
To improve student wellbeing.	No	By 2025, the percentage positive response in the AToSS will increase from: <ul style="list-style-type: none"> <li>• 76% (2021) to 85% (2025) for Emotional awareness and regulation</li> <li>• 84% (2021) to 90% (2025) for Perseverance</li> <li>• 86% (2021) to 90% (2025) for Managing bullying.</li> </ul>	
		By 2025, the percentage positive response in the SSS will increase from xxx baseline in 2022 by 10 per cent to xxx (2025) for the scales in the School staff wellbeing and safety module. Edit: Insert 2022 baseline and 2025 target	

		By 2025, the percentage of students who are absent from school for 20 days or more will decrease from 26 per cent (2019) to 18 per cent (2025).	
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<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>12 Month Target 1.1</b>	For a decrease from 24% (84 students out of 350 students with data in both reporting periods) in 2022 to 20% in 2023 of students showing less than expected growth in Number and Algebra in Teacher Judgments from Semester 2 2022 to Semester 2 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<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	Yes
<b>KIS 1.b</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.	
<b>Goal 2</b>	<b>To improve student learning.</b>	
<b>12 Month Target 2.1</b>	By 2023, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN will increase from:	

	77% in 2021 to 80% in 2023 in Reading 36% in 2021 to 41% in 2023 in Writing 57% in 2021 to 62% in 2023 in Numeracy	
<b>12 Month Target 2.2</b>	In 2023, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 17% in 2022 to 15% in 2023	
<b>12 Month Target 2.3</b>	In 2023, the percentage of positive responses in the SSS will increase from: 56% (2022) to 61% in 2023 Academic emphasis 62% (2022) to 68% in 2023 for Collective efficacy 17% (2022) to 23% in 2023 for Teacher collaboration 59% (2022) to 65% in 2023 for Instructional leadership	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Build teacher capacity to use data to modify teaching and learning practices and to improve student outcomes.	No
<b>KIS 2.b</b> Evidence-based high-impact teaching strategies	Strengthen teacher capacity to consistently implement high impact teaching strategies and effective assessment processes.	No
<b>KIS 2.b</b> Building practice excellence	Further develop and embed consistent and rigorous processes for improving Literacy and Numeracy.	Yes
<b>KIS 2.c</b> Instructional and shared leadership	Build the instructional and shared leadership of all staff.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Due to close link between these KIS and the Priorities Goal, these have been turned on as we focus further on student learning outcomes and teacher capacity post COVID-19. Out data shows declines and plateaus in literacy and numeracy, with gains in some of the growth/progress data, that still need further focus.	
<b>Goal 3</b>	<b>To improve student engagement.</b>	
<b>12 Month Target 3.1</b>	In 2023, the percentage of positive responses in the AToSS will increase from: 72% (2022) to 75% (2023) for Student voice and agency 86% (2022) to 89% (2023) for Self-regulation and goal setting 80% (2022) to 83% (2023) for Motivation and interest	
<b>12 Month Target 3.2</b>	In 2023, the percentage positive responses in the POS will increase from 73% (2022) to 80% (2023) for Student agency and voice 63% (2022) to 70% (2023) for Parent participation and involvement	
<b>12 Month Target 3.3</b>	In 2023, the percentage of positive response in the SSS will increase from 49% (2022) to 55% (2023) for Parent and community involvement	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Empowering students and building school pride	Continue to foster student voice and agency and student leadership to strengthen student participation and engagement in learning.	Yes
<b>KIS 3.b</b> Building practice excellence	Further implement an inquiry-based approach that is responsive, challenging, engaging and authentic for students.	No
<b>KIS 3.c</b> Building communities	Increase partnerships between the school, families and the community, as a key to improving student outcomes.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Declines in Student voice positive ratings across AToSS and POS and authenticity are evident and in this and previous SP, a strong focus on our successful inquiry learning program- a highlight identified in the 2021 school review. As we return to more typical operations, parents and community involvement is in a recovery phase, as we seek to engage and reconnect with our wider school community.

## Define Actions, Outcomes and Activities

<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>12 Month Target 1.1</b>	For a decrease from 24% (84 students out of 350 students with data in both reporting periods) in 2022 to 20% in 2023 of students showing less than expected growth in Number and Algebra in Teacher Judgments from Semester 2 2022 to Semester 2 2023
<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>	<ul style="list-style-type: none"> <li>* Audit Pedagogical Plan approach to Mathematics</li> <li>* Investigate current planing practices - file:///Users/joshuabourke/Downloads/DavidsonAPMC2019_Keyingredientsandplanningmodel.pdf</li> <li>* Participate in Project 23 with Moridalloc Beach Primary School</li> <li>* Establish coaching sessions as part of the LS role, implement a consistent approach to peer demonstrations and observations. - <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/peerobservation.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/peerobservation.aspx</a></li> <li>* Develop planning considerations around 'low floor' and 'high ceiling' differentiation within Mathematics classes.</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>* Students are supported at their current point of need. (Differentiation)</li> <li>* Students have access to the Mathematics being presented and experience an appropriate level of challenge.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Teachers engage with LS staff through the peer observation process.</li> <li>* Teachers plan with greater depth reflecting the diverse needs of the students. (Low floor / high Ceiling)</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>* Leaders allocate adequate time to ensure peer observations take place.</li> <li>* Leaders prioritise SIT focus on Mathematics and meeting time to support staff in developing their practice.</li> </ul>

<b>Success Indicators</b>	<p>* PAT data (PAT M Term 2 and Term 4)  * NAPLAN data (Years 3 and 5)  TOP TWO BAND ACHIEVEMENT - Yr 3   41% (2022) -&gt; 50% (2023) -&gt; 60% (2024)  TOP TWO BAND ACHIEVEMENT - Yr 5   42% (2022) -&gt; 45% (2023) -&gt; 50% (2024)</p> <p>* Planning documentation  Consistent planning and adherence to SMPS Instructional Model</p> <p>* SMPS Pedagogical Plan  Consistent planning documents for Mathematics</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
DIBELS trial (funding for release of LS to complete)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <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
TLI PD and training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00  <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
Project 23 work - Mordialloc Beach PS - Josh and Jenny to liaise with Sue and organise site visits between the schools to share Numeracy approaches and practiceas.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> 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
<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>	* Implementation of SWPBS throughout the school. -> Restorative practices implementation and professional development continued, inline with the SWPBS framework. * Masters students from Monash providing counseling. * Wellbeing approach clearly documented in the SMPS Pedagogical Plan.			

<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>* Students experience consistent classroom environments.</li> <li>* Students rewarded for positive behaviours and the values unpacked in a meaningful way.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Teachers employ a consistent approach to student management. Including understanding how to respond to disruptive and negative behaviours.</li> <li>* Teachers rewards and acknowledge positive behaviours throughout the school.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>* Leaders will ensure that SWPBS is a PL focus for staff.</li> <li>* Leaders will provide staff and the Wellbeing PLC with adequate support. Including engaging with network support from SWPBS network coaches (Anthony King).</li> </ul>			
<b>Success Indicators</b>	<p>* AtoSS student - teacher factors related to behaviour management:</p> <p>Effective Teaching Time - 84% (2022) - &gt;90% (2023)</p> <p>Effective Classroom Behaviour - 78% (2022) - &gt;85% (2023)</p> <p>Managing Bully - 78% (2022) - &gt;85% (2023)</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
SECASA program Feeling Safe Together for students (Year 5/6 to start, then 1/2, then reevaluate)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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

SWPBS Implementation - engage with network coaches.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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>Goal 2</b>	To improve student learning.			
<b>12 Month Target 2.1</b>	By 2023, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN will increase from: 77% in 2021 to 80% in 2023 in Reading 36% in 2021 to 41% in 2023 in Writing 57% in 2021 to 62% in 2023 in Numeracy			
<b>12 Month Target 2.2</b>	In 2023, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 17% in 2022 to 15% in 2023			
<b>12 Month Target 2.3</b>	In 2023, the percentage of positive responses in the SSS will increase from: 56% (2022) to 61% in 2023 Academic emphasis 62% (2022) to 68% in 2023 for Collective efficacy 17% (2022) to 23% in 2023 for Teacher collaboration 59% (2022) to 65% in 2023 for Instructional leadership			
<b>KIS 2.b</b> Building practice excellence	Further develop and embed consistent and rigorous processes for improving Literacy and Numeracy.			

<b>Actions</b>	<ul style="list-style-type: none"> <li>* Audit of the SMPS Pedagogical Plan</li> <li>* PLCs formed to provide curriculum leadership in Inquiry, Wellbeing, Literacy, Mathematics and Student Agency.</li> <li>* Peer observations begin as part of the process to ensure consistent curriculum practices across the school.</li> <li>* Collaborative planning prioritised in the timetable with a focus on consistency within planning documents.</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>* Students experience consistent practices and approaches to curriculum across the school.</li> <li>* Students have high expectations for learning, with clear differentiation for all needs.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Teachers approach lessons with a consistent approach inline with the SMPS Pedagogical Plan</li> <li>* Teachers plan collaboratively in the PLT with a strong focus on addressing the learning needs of their students.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>* Leaders will ensure PLC coaching provided. (Verity Sheppard)</li> <li>* Leaders will ensure SIT has a strong focus on pedagogical excellence through a robust SMPS Pedagogical Plan</li> <li>* Leaders will schedule PLC meetings within the meeting schedule.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Top two band performance in NAPLAN - Yrs 3 and 5 (Josh to use panorama for relevant data)</li> </ul> <p>Maths</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 3   41% (2022) -&gt; 50% (2023) -&gt; 60% (2024)</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 5   42% (2022) -&gt; 45% (2023) -&gt; 50% (2024)</p> <p>Writing</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 3   61% (2022) -&gt; 65% (2023) -&gt; 70% (2024)</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 5   39% (2022) -&gt; 42% (2023) -&gt; 45% (2024)</p> <p>Reading</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 3   65% (2022) -&gt; 70% (2023) -&gt; 75% (2024)</p> <p>TOP TWO BAND ACHIEVEMENT - Yr 5   45% (2022) -&gt; 55% (2023) -&gt; 65% (2024)</p> <ul style="list-style-type: none"> <li>* SMPS pedagogical plan is completed for implementation in 2023 Pedagogical Plan Reviewed and Implemented 2024</li> <li>* Peer observations utilised to improve teacher knowledge Consistent Uptake of Peer Observations</li> </ul>

\* Team planning time protect for each PLT within the timetable.  
See 23 Specialist Planner

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>PLC coaching from Verity Sheppard - Josh liaise with Verity Sheppard and organise PL for staff regarding the PLC model. Specific focus for LS and PLC leaders to develop an understanding of the role.</p>	<p><input checked="" type="checkbox"/> Assistant 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>Peer Observations - LS time release to involve coaching and peer observation. Directions to be informed by SIT.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</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>

<b>Goal 3</b>	To improve student engagement.
<b>12 Month Target 3.1</b>	In 2023, the percentage of positive responses in the AToSS will increase from: 72% (2022) to 75% (2023) for Student voice and agency 86% (2022) to 89% (2023) for Self-regulation and goal setting 80% (2022) to 83% (2023) for Motivation and interest
<b>12 Month Target 3.2</b>	In 2023, the percentage positive responses in the POS will increase from 73% (2022) to 80% (2023) for Student agency and voice 63% (2022) to 70% (2023) for Parent participation and involvement
<b>12 Month Target 3.3</b>	In 2023, the percentage of positive response in the SSS will increase from 49% (2022) to 55% (2023) for Parent and community involvement
<b>KIS 3.a</b> Empowering students and building school pride	Continue to foster student voice and agency and student leadership to strengthen student participation and engagement in learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Formation of the Student Agency PLC - specific focus on increasing student agency with the teaching and learning framework at SMPS. Focus on connections to the outdoor learning spaces and opportunities to take learning into the wider school community. (Passion Projects, Student Ownership of Learning)</li> <li>* Personalised Learning Goals investigated for implementation. (Could these support students in taking greater ownership of their learning?)</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>* Students have opportunities to take ownership of their learning...understanding of the next phase in their learning.</li> <li>* Students have the capacity to utilise outside resources to link their learning with the real world and community.</li> <li>* Students set their own learning goals and understand when they have achieved their goals.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Teachers will scaffold students to have learning goals</li> <li>* Teachers will empower students to take ownership of their learning</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>* Leaders will ensure PLC focus on Student Agency.</li> <li>* Leaders will ensure SIT has a focus on Student Agency.</li> </ul>

	* Leaders will schedule PLC meetings within the meeting schedule			
<b>Success Indicators</b>	* AToSS data Student Voice and Agency - 72% (2022) -> 80% (2023) Stimulated Learning - 84% (2022) -> 88% (2023)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PD with Rowena/Trent to be planned and booked	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <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	\$16,745.40	\$3,000.00	\$13,745.40
Disability Inclusion Tier 2 Funding	\$141,712.67	\$0.00	\$141,712.67
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$158,458.07</b>	<b>\$3,000.00</b>	<b>\$155,458.07</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
TLI PD and training	\$3,000.00
<b>Totals</b>	<b>\$3,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
TLI PD and training	from: Term 1 to: Term 3	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		<b>\$3,000.00</b>	



### 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
Totals		\$0.00	

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

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
TLI PD and training	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<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 Maths Mastery Training, MiniLit PD  <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
SECASA program Feeling Safe Together for students (Year 5/6 to start, then 1/2, then reevaluate)	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants SECASA	<input checked="" type="checkbox"/> On-site
SWPBS Implementation - engage with network coaches.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Anthony King  <input checked="" type="checkbox"/> Departmental resources  SWPBS - Implementation	<input checked="" type="checkbox"/> On-site
PLC coaching from Verity Sheppard - Josh liaise with Verity Sheppard and organise PL for staff regarding the PLC model. Specific focus for LS and PLC leaders to develop an understanding of the role.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning  <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Verity Sheppard - Region PLC coach	<input checked="" type="checkbox"/> On-site

Peer Observations - LS time release to involve coaching and peer observation. Directions to be informed by SIT.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
PD with Rowena/Trent to be planned and booked	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants  Rowena Ulrich (BRICKS) Trent Ray (Collective Ed)	<input checked="" type="checkbox"/> On-site