

2024 Annual Implementation Plan

for improving student outcomes

Merbein P-10 College (8886)



Submitted for review by Chris Grimmer (School Principal) on 24 April, 2024 at 10:19 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve the learning growth of every student.	Yes	<p>NAPLAN NAPLAN targets to be confirmed. For reference: By 2027, increase the percentage of Year 3 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none"> • Reading from 43% (2023) to 63% (63% the similar schools % in 2023) • Writing from 66% (2023) to 74% (74% the similar schools % in 2023) • Numeracy from 54% (2023) to 63% (63% the similar schools % in 2023) <p>By 2027, increase the percentage of Year 5 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none"> • Reading from 63% (2023) to 71% (71% the similar schools % in 2023) • Writing from 58% (2023) to 64% (64% the similar schools % in 2023) • Numeracy from 54% (2023) to 62% (62% the similar schools % in 2023) 	<p>By 2025, increase the percentage of Year 3 students in the NAPLAN exceeding or strong proficiency levels in Reading from 43% (2023) to 48% (63% the similar schools % in 2023) Writing from 66% (2023) to 68% (74% the similar schools % in 2023) Numeracy from 54% (2023) to 57% (63% the similar schools % in 2023) By 2025, increase the percentage of Year 5 students in the NAPLAN exceeding or strong proficiency levels in Reading from 63% (2023) to 65% (71% the similar schools % in 2023) Writing from 58% (2023) to 60% (64% the similar schools % in 2023) Numeracy from 54% (2023) to 56% (62% the similar schools % in 2023) By 2025 maintain or increase the percentage of Year 7 students in the NAPLAN exceeding or strong proficiency levels in Reading at 58% (2023) (58% the similar schools % in 2023) Writing at 61%</p>

		<p>By 2027 maintain or increase the percentage of Year 7 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none"> • Reading at 57% (2023) (58% the similar schools % in 2023) • Writing at 61% (2023) (49% the similar schools % in 2023) • Numeracy at 66% (2023) (55% the similar schools % in 2023) <p>By 2027 maintain or increase the percentage of Year 9 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none"> • Reading at 59% (2023) (53% the similar schools % in 2023) • Writing at 56% (2023) (48% the similar schools % in 2023) • Numeracy at 53% (2023) (51% the similar schools % in 2023) 	<p>(2023) (49% the similar schools % in 2023) Numeracy at 66% (2023) (55% the similar schools % in 2023) By 2025 maintain or increase the percentage of Year 9 students in the NAPLAN exceeding or strong proficiency levels in Reading at 59% (2023) (53% the similar schools % in 2023) Writing at 56% (2023) (48% the similar schools % in 2023) Numeracy at 53% (2023) (51% the similar schools % in 2023)</p>
		<p>School Staff Survey</p> <p>By 2027, increase the percentage of positive responses on the School Staff Survey for the.</p> <ul style="list-style-type: none"> • Understand how to use data factor from 68% (2023) to 73%. • Academic emphasis factor from 54% (2023) to 60%. 	<p>By 2025, increase the percentage of positive responses on the School Staff Survey for the. Understand how to use data factor from 68% (2023) to 70%. Academic emphasis factor from 54% (2023) to 56%.</p>
		<p>Attitudes to School Survey</p> <p>By 2027, increase or maintain the percentage of positive responses on the student Attitudes to School Survey for:</p> <p>Years 4 to 6:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2023) to 65%. • Teacher concern factor at or above 73% (2023). <p>Year 7 to 10:</p> <ul style="list-style-type: none"> • Student voice and agency factor from 38% (2023) to 46%. • Teacher concern factor from 34% (2023) to 42%. • Differentiated learning challenge factor from 58% to 65%. 	<p>By 2025, increase or maintain the percentage of positive responses on the student Attitudes to School Survey for: Years 4 to 6: Student voice and agency from 57% (2023) to 59%. Teacher concern factor at or above 73% (2023). Year 7 to 10: Student voice and agency factor from 38% (2023) to 40%. Teacher concern factor from 34% (2023) to 36%. Differentiated learning challenge factor from 58% to 60%.</p>
Enhance student engagement, wellbeing and connectedness to school.	Yes	By 2027, maintain the percentage of positive responses to the School Staff Survey factor Parent and community involvement at or above 61% (2023).	By 2025, maintain the percentage of positive responses to the School Staff Survey factor Parent and community involvement at or above 61% (2023).

	<p>Parent, Caregiver and Guardian Opinion Survey By 2027, increase the percentage of positive responses to PCGOS factor Parent/carer/guardian involvement from 65% (2023) to 70%.</p>	<p>Parent, Caregiver and Guardian Opinion Survey By 2025, increase the percentage of positive responses to PCGOS factor Parent/carer/guardian involvement from 65% (2023) to 67%.</p>
	<p>Attendance By 2027, reduce the percentage of students with 20 or more days of absence for.</p> <ul style="list-style-type: none"> • Year 4 to 6 from 47% (2022) to 42%. • Year 7 to 10 from 58% (2022) to 53%. 	<p>Attendance By 2025, reduce the percentage of students with 20 or more days of absence for. Year 4 to 6 from 47% (2022) to 45%. Year 7 to 10 from 58% (2022) to 56%.</p>
	<p>Attitudes to School Survey. By 2027, increase the percentage of positive responses on the student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Sense of Connectedness (Year 7 to 10) from 47% (2023) to 52%. • Resilience (Year 4 to 6) from 61% (2023) to 68%. • Resilience (Year 7 to 10) from 68% (2023) to 70%. 	<p>Attitudes to School Survey. By 2025, increase the percentage of positive responses on the student Attitudes to School Survey for: Sense of Connectedness (Year 7 to 10) from 47% (2023) to 49%. Resilience (Year 4 to 6) from 61% (2023) to 63%. Resilience (Year 7 to 10) from 68% (2023) to 69%.</p>

Goal 2	To improve the learning growth of every student.
12-month target 2.1-month target	<p>By 2025, increase the percentage of Year 3 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading from 43% (2023) to 48% (63% the similar schools % in 2023) Writing from 66% (2023) to 68% (74% the similar schools % in 2023) Numeracy from 54% (2023) to 57% (63% the similar schools % in 2023)</p> <p>By 2025, increase the percentage of Year 5 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading from 63% (2023) to 65% (71% the similar schools % in 2023) Writing from 58% (2023) to 60% (64% the similar schools % in 2023) Numeracy from 54% (2023) to 56% (62% the similar schools % in 2023)</p> <p>By 2025 maintain or increase the percentage of Year 7 students in the NAPLAN exceeding or strong proficiency levels in</p>

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12-month target 2.2-month target	<p>By 2025, increase the percentage of positive responses on the School Staff Survey for the.</p> <p>Understand how to use data factor from 68% (2023) to 70%. Academic emphasis factor from 54% (2023) to 56%.</p>	
12-month target 2.3-month target	<p>By 2025, increase or maintain the percentage of positive responses on the student Attitudes to School Survey for:</p> <p>Years 4 to 6:</p> <p>Student voice and agency from 57% (2023) to 59%. Teacher concern factor at or above 73% (2023).</p> <p>Year 7 to 10:</p> <p>Student voice and agency factor from 38% (2023) to 40%. Teacher concern factor from 34% (2023) to 36%. Differentiated learning challenge factor from 58% to 60%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Strengthen teacher knowledge and practice to provide opportunities for student choice, voice and agency across the curriculum.	No
KIS 2.b Teaching and learning	Further embed collaborative, high-impact, evidence-informed instructional approaches that reflect the needs of all students.	Yes

KIS 2.c Teaching and learning	Build a culture of high expectations around teaching and learning for both staff and students.	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.	Evidence gathered throughout our school review guided our decision to focus more heavily on these two key improvement strategies for this year. Differentiated practice to cater for all students is a key improvement area in our secondary classes, driven by feedback from staff, students and parents. During the fieldwork component of the review it was clear that students felt that staff have high expectations, but that students don't always value the learning.	
Goal 3	Enhance student engagement, wellbeing and connectedness to school.	
12-month target 3.1-month target	By 2025, maintain the percentage of positive responses to the School Staff Survey factor Parent and community involvement at or above 61% (2023).	
12-month target 3.2-month target	Parent, Caregiver and Guardian Opinion Survey By 2025, increase the percentage of positive responses to PCGOS factor Parent/carer/guardian involvement from 65% (2023) to 67%.	
12-month target 3.3-month target	Attendance By 2025, reduce the percentage of students with 20 or more days of absence for. Year 4 to 6 from 47% (2022) to 45%. Year 7 to 10 from 58% (2022) to 56%.	
12-month target 3.4-month target	Attitudes to School Survey. By 2025, increase the percentage of positive responses on the student Attitudes to School Survey for: Sense of Connectedness (Year 7 to 10) from 47% (2023) to 49%. Resilience (Year 4 to 6) from 61% (2023) to 63%. Resilience (Year 7 to 10) from 68% (2023) to 69%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Establish multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes
KIS 3.b Leadership	Embed positive and proactive mental health approaches across the school.	No
KIS 3.c Leadership	Further the school community's opportunity to be active partners in the learning and development of their children.	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.	Establishing multi-tiered systems of support across the wellbeing space is something that we began in 2023 and need to continue throughout this year to embed the systems and related practice. This was reinforced during fieldwork and panel discussions. The parent feedback we received during the review process was extremely positive, however there was a clear desire for families to increase their involvement in school following the pandemic restrictions that were in place in previous years.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve the learning growth of every student.
12-month target 2.1 target	<p>By 2025, increase the percentage of Year 3 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading from 43% (2023) to 48% (63% the similar schools % in 2023) Writing from 66% (2023) to 68% (74% the similar schools % in 2023) Numeracy from 54% (2023) to 57% (63% the similar schools % in 2023)</p> <p>By 2025, increase the percentage of Year 5 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading from 63% (2023) to 65% (71% the similar schools % in 2023) Writing from 58% (2023) to 60% (64% the similar schools % in 2023) Numeracy from 54% (2023) to 56% (62% the similar schools % in 2023)</p> <p>By 2025 maintain or increase the percentage of Year 7 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading at 58% (2023) (58% the similar schools % in 2023) Writing at 61% (2023) (49% the similar schools % in 2023) Numeracy at 66% (2023) (55% the similar schools % in 2023)</p> <p>By 2025 maintain or increase the percentage of Year 9 students in the NAPLAN exceeding or strong proficiency levels in</p> <p>Reading at 59% (2023) (53% the similar schools % in 2023) Writing at 56% (2023) (48% the similar schools % in 2023) Numeracy at 53% (2023) (51% the similar schools % in 2023)</p>
12-month target 2.2 target	<p>By 2025, increase the percentage of positive responses on the School Staff Survey for the.</p> <p>Understand how to use data factor from 68% (2023) to 70%. Academic emphasis factor from 54% (2023) to 56%.</p>
12-month target 2.3 target	<p>By 2025, increase or maintain the percentage of positive responses on the student Attitudes to School Survey for:</p> <p>Years 4 to 6:</p> <p>Student voice and agency from 57% (2023) to 59%. Teacher concern factor at or above 73% (2023).</p>

	<p>Year 7 to 10:</p> <p>Student voice and agency factor from 38% (2023) to 40%. Teacher concern factor from 34% (2023) to 36%. Differentiated learning challenge factor from 58% to 60%.</p>
<p>KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further embed collaborative, high-impact, evidence-informed instructional approaches that reflect the needs of all students.</p>
<p>Actions</p>	<ul style="list-style-type: none"> * Whole School – Explore the updated Mathematics Curriculum for implementation in 2025. * Whole School - Teaching Sprints– Continue to use Simon Breakspear’s Teaching Sprints Model with a focus on evidence informed instructional approaches to support the needs of all students. * Primary - continue to embed consistent literacy practices across all classrooms to support the ongoing improvement of core skills in literacy.
<p>Outcomes</p>	<ul style="list-style-type: none"> * Teachers will become familiar with the revised curriculum and update their teaching and learning programs and lesson plans. * Improve teacher confidence and competence in Mathematics curriculum * Develop a guaranteed and viable Mathematics curriculum P-6 * Support the development of rigorous assessment practices including student feedback * Establish the organisational routines needed for teacher learning and further develop strong team accountability * Staff will engage in collaborative and disciplined dialogue with their peers
<p>Success Indicators</p>	<ul style="list-style-type: none"> * Curriculum documentation has been updated to reflect the updated Victorian Curriculum for Mathematics. Compass and reporting formats have been updated to reflect changes. * Teaching Sprints/Cycles take place on a regular basis. * Improved learning outcomes in reading as evidenced by teacher judgments (Primary). * Improved teacher confidence - Staff Survey. * Structure of the literacy block has a focus on the explicit instruction of reading (Primary). * Consistency of practice beyond the implementation of InitiaLit in our F-2 classes (Primary). * Student survey data reflects improved curriculum documentation and differentiation strategies,

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers will take part in Teaching Sprint cycles.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Secondary Mathematics teachers will take part in collaboratively planning sessions to update curriculum documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers (Primary) will participate in a professional development day facilitated onsite and follow up PLC team based meetings to review the updated Victorian Curriculum for Mathematics.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Students to complete Merbein P-10 College Student Survey. Teachers will reflect on student survey data about their own teaching practices.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Teachers (Primary) will participate in a professional development day facilitated onsite to review the current structure and underlying principles of the 'literacy block' with an emphasis on effective reading strategies.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Primary Leadership to complete 'The Writing Revolution Training'. Leadership then lead the implementation of strategies across Primary grades.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Primary based Mathematics Specialist to support individual Primary PLC teams with development of effective practices in Maths teaching.	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a culture of high expectations around teaching and learning for both staff and students.			
Actions	<ul style="list-style-type: none"> * Whole School: leadership structure review – embed high expectations around teaching and learning by creating further systems of support for staff and defining leadership roles/expectations * Primary – explore PLC processes to support collaborative practices at a unit level and build staff leadership capacity * Whole School - VHAP 			
Outcomes	<ul style="list-style-type: none"> * Leaders work in teams that provide effective leadership and promote collective responsibility for student outcomes. * Establish explicit, formalised roles to harness the expertise of highly skilled and accomplished current and potential leaders * Begin to embed strategies and systems to reflect on and evaluate their current practice to identify both strengths and areas for improvement, share their strengths with their teams, and collaboratively design opportunities for improvement during Collaborative Planning Time in Unit Teams * The VHAP classroom provides students with the opportunity to: <ol style="list-style-type: none"> 1. explore and express their ideas freely 2. make their own decisions about their work 3. be inspired and challenged by each other 4. gain confidence in their choices and abilities 5. feel excited by their learning. 			
Success Indicators	<ul style="list-style-type: none"> * Establish explicit, formalised roles to harness the expertise of highly skilled and accomplished current and potential leaders * Clear role descriptions for school based leadership. 			

* All students who have been selected for VHAP take part in the learning sequence.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers will take part in Teaching Sprints and PLCs.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Principal Class to attend Leading School Improvement Professional Development facilitated by The Academy and complete the associated project.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Teachers (secondary) will take part in peer observations and learning walks.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage change-making practices to adjust the leadership structure across the school	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
Identified teachers will take part in Teaching with Impact professional learning course through the Academy.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Identified students to participate in VHAP.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Goal 3	Enhance student engagement, wellbeing and connectedness to school.			
12-month target 3.1 target	By 2025, maintain the percentage of positive responses to the School Staff Survey factor Parent and community involvement at or above 61% (2023).			
12-month target 3.2 target	Parent, Caregiver and Guardian Opinion Survey By 2025, increase the percentage of positive responses to PCGOS factor Parent/carer/guardian involvement from 65% (2023) to 67%.			
12-month target 3.3 target	Attendance By 2025, reduce the percentage of students with 20 or more days of absence for. Year 4 to 6 from 47% (2022) to 45%. Year 7 to 10 from 58% (2022) to 56%.			
12-month target 3.4 target	Attitudes to School Survey. By 2025, increase the percentage of positive responses on the student Attitudes to School Survey for: Sense of Connectedness (Year 7 to 10) from 47% (2023) to 49%. Resilience (Year 4 to 6) from 61% (2023) to 63%. Resilience (Year 7 to 10) from 68% (2023) to 69%.			
KIS 3.a 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	Establish multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.			

Actions	<ul style="list-style-type: none"> * Whole School - Disability Inclusion Role - create, define and implement effective MTSS to support the ongoing learning needs of student with learning disabilities at Merbein P-10 College * Whole School - implementation of Attendance, Engagement SSG, OOHC, DIP systems, practices, processes, clarity of responsibilities (leadership, staff) Intervention, internal identification students with additional learning needs(systematic), internal referral processes 			
Outcomes	<ul style="list-style-type: none"> * Create an inclusive, data driven, evidence-based school environment designed to ensure that every student receives the appropriate level of support, instructional practice and adjustment to be successful. * Integrates the school's approach to academic, behavioural and wellbeing outcomes. * Provide extra support for teaching staff to create an inclusive classroom environment. * Create stronger partnerships between schools, parents/carers, the student and relevant agencies involved in supporting the learning of the students. * Create common goals between home and school. * Increase communication and transparency between school and home. 			
Success Indicators	<p>ATSS Survey</p> <ul style="list-style-type: none"> * Greater role clarity for staff in wellbeing. Formalised practices and opportunities to collaborate to support MTSS. * Increase in Disability Inclusion Profiles submitted. * Effective/efficient processes and timeline for gathering supporting information for a DIP and the submission of the DIP. * Greater Tier 1 support for classroom teachers - Teachers planning will have documented intervention and differentiation strategies to support student engagement and wellbeing. * Formalisation of SSG Roles and Responsibilities which includes more rigorous tracking of SSG documentation. * Attitudes to School Survey: Attitudes to attendance factor has increased. Student connectedness has increased. * End-of-year staff survey and student focus group shows changes in attitudes towards attendance. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Education Support Staff (Primary) to complete Read3 Intervention Training. ES Staff to implement the invention program to support students requiring literacy intervention at a Tier 2 and 3 level.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$5,000.00

Create specialist Disability Inclusion Roles (Primary and Secondary) to effectively support teaching staff to create inclusive learning environments.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
SWPBS Tiered Fidelity Inventory to be undertaken to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
All staff (secondary) will participate in Differentiated Practice PD with Janelle McGann.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Formalise School Support Group (SSG) Meeting structure to embed school based roles and responsibilities. Effectively facilitate SSG Meetings according to the newly established roles and responsibilities.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish an Attendance Team that will meet fortnightly to analyze Pulse data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00
KIS 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Further the school community's opportunity to be active partners in the learning and development of their children.			

and a positive, safe and orderly learning environment				
Actions	<ul style="list-style-type: none"> * Primary - re-establish key community events in 2024 (e.g. Grandparents Day, Mother's Day and Father's Day) * Primary - build in further opportunities to showcase learning with families (i.e. opening classrooms directly following, or prior to, our STOMP performance) * Primary - establish effective opportunities for engagement with teachers through meet and greet, Parent-Teacher Interviews, community learning walks * Secondary- review and refine all events and opportunities for parent involvement with the College * Secondary- Establish a schedule to share all KLA's developments/happenings over social media 			
Outcomes	<ul style="list-style-type: none"> * Encourage responsibility, leadership and initiative of students through leading activities or hosting events. * Allow students to participate in activities outside the classroom, so that they can use their skills in different settings and practice problem-solving without the pressure of performing well in a classroom setting. * Build relationships with families that encourage positive dialogue and establish a sense of partnership around the learner. * Raise/build the school profile in the local and surrounding area. * Showcase students' talents. * Encourage responsibility, leadership and initiative of students through leading activities or hosting events. * Provide targeted opportunities for parent/student feedback. * Increase connectedness between classroom and home. * Support parents and carers to engage with their children's literacy and numeracy. * Build relationships with families that encourage positive dialogue and establish a sense of partnership around the learner. 			
Success Indicators	<ul style="list-style-type: none"> * Effectively facilitate Grandparents Day and Mother's Day events, Primary End of Year Concert and incorporate opportunities for classroom engagement with existing events. * ATSS Data - improvement in Community Connectedness data * Greater engagement with P/T Interviews. * Facilitate a student-centred Open Night (prospective parents and families). 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Student leaders will participate in and lead a variety of events such as the MRCC Youth Leadership Summit, GRIP Conference, Open Night, Anzac Day ceremonies and school assemblies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish Primary 'Meet and Greet' Evening to be completed within the first fortnight of schooling in conjunction with Foundation Student 'Reading Rocks' information session.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Establish and embed opportunities for 'Learning Showcases' to support parents when engaging in their child's learning and create greater connections.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish connections with local Kindergartens through information sharing at transition meetings, formalised excursions of Kinder students to school setting and the enrolment process.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Formal and informal morning/afternoon teas are run every term for Koorie families. Families and community members are invited to be part of, and/or attend NAIDOC Week celebrations and activities.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct parent survey and focus groups to determine barriers to their active involvement in their child's learning/school events and action their feedback.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 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	\$516,297.70	\$516,297.70	\$0.00
Disability Inclusion Tier 2 Funding	\$284,902.40	\$284,902.40	\$0.00
Schools Mental Health Fund and Menu	\$82,472.84	\$22,000.00	\$60,472.84
Total	\$883,672.94	\$823,200.10	\$60,472.84

Activities and milestones – Total Budget

Activities and milestones	Budget
Secondary Mathematics teachers will take part in collaboratively planning sessions to update curriculum documents.	\$10,000.00
Teachers (Primary) will participate in a professional development day facilitated onsite and follow up PLC team based meetings to review the updated Victorian Curriculum for Mathematics.	\$5,000.00
Primary Leadership to complete 'The Writing Revolution Training'. Leadership then lead the implementation of strategies across Primary grades.	\$3,000.00
Teachers (secondary) will take part in peer observations and learning walks.	\$10,000.00
Create specialist Disability Inclusion Roles (Primary and Secondary) to effectively support teaching staff to create inclusive learning environments.	\$45,000.00

All staff (secondary) will participate in Differentiated Practice PD with Janelle McGann.	\$45,000.00
Student leaders will participate in and lead a variety of events such as the MRCC Youth Leadership Summit, GRIP Conference, Open Night, Anzac Day ceremonies and school assemblies.	\$2,000.00
Establish and embed opportunities for 'Learning Showcases' to support parents when engaging in their child's learning and create greater connections.	\$2,000.00
Formal and informal morning/afternoon teas are run every term for Koorie families. Families and community members are invited to be part of, and/or attend NAIDOC Week celebrations and activities.	\$2,000.00
Totals	\$124,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Secondary Mathematics teachers will take part in collaboratively planning sessions to update curriculum documents.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Teachers (Primary) will participate in a professional development day facilitated onsite and follow up PLC team based meetings to review the updated Victorian Curriculum for Mathematics.	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Primary Leadership to complete 'The Writing Revolution Training'. Leadership then lead the	from: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

implementation of strategies across Primary grades.	to: Term 4		
Teachers (secondary) will take part in peer observations and learning walks.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
All staff (secondary) will participate in Differentiated Practice PD with Janelle McGann.	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Student leaders will participate in and lead a variety of events such as the MRCC Youth Leadership Summit, GRIP Conference, Open Night, Anzac Day ceremonies and school assemblies.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Establish and embed opportunities for 'Learning Showcases' to support parents when engaging in their child's learning and create greater connections.	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Other Catering for parent evenings
Formal and informal morning/afternoon teas are run every term for Koorie families. Families and community members are invited to be part of, and/or attend NAIDOC Week celebrations and activities.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Other Catering for morning/afternoon tea.
Totals		\$79,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Create specialist Disability Inclusion Roles (Primary and Secondary) to effectively support teaching staff to create inclusive learning environments.	from: Term 1 to: Term 4	\$145,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$145,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Literacy and Numeracy support positions across the P-10	\$317,297.70
Alterations to junior primary learning spaces to create more flexible, inclusive spaces for students.	\$120,000.00
Disability Inclusion & Wellbeing Co-ordinator	\$105,000.00
Modify breakout space for FLO students.	\$34,902.40
Resilience Project resourcing across the P-10.	\$22,000.00
Totals	\$599,200.10

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy support positions across the P-10	from: Term 1 to: Term 4	\$317,297.70	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Alterations to junior primary learning spaces to create more flexible, inclusive spaces for students.	from: Term 3 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Assets
Disability Inclusion & Wellbeing Co-ordinator	from: Term 1 to: Term 4		
Modify breakout space for FLO students.	from: Term 1 to: Term 4		
Resilience Project resourcing across the P-10.	from: Term 1 to: Term 4		
Totals		\$437,297.70	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy support positions across the P-10	from: Term 1		

	to: Term 4		
Alterations to junior primary learning spaces to create more flexible, inclusive spaces for students.	from: Term 3 to: Term 4		
Disability Inclusion & Wellbeing Co-ordinator	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Modify breakout space for FLO students.	from: Term 1 to: Term 4	\$34,902.40	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning • <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) •
Resilience Project resourcing across the P-10.	from: Term 1 to: Term 4		
Totals		\$139,902.40	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Literacy and Numeracy support positions across the P-10	from: Term 1 to: Term 4		
Alterations to junior primary learning spaces to create more flexible, inclusive spaces for students.	from: Term 3 to: Term 4		
Disability Inclusion & Wellbeing Co-ordinator	from: Term 1 to: Term 4		
Modify breakout space for FLO students.	from: Term 1 to: Term 4		
Resilience Project resourcing across the P-10.	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$22,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Teachers will take part in Teaching Sprint cycles.	<input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Secondary Mathematics teachers will take part in collaboratively planning sessions to update curriculum documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 2 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers (Primary) will participate in a professional development day facilitated onsite and follow up PLC team based meetings to review the updated Victorian Curriculum for Mathematics.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers (Primary) will participate in a professional development day facilitated onsite to review the current structure and underlying principles of the 'literacy block' with an emphasis on effective reading strategies.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Principal Class to attend Leading School Improvement Professional Development facilitated by The Academy and complete the associated project.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Academy
Teachers (secondary) will take part in peer observations and learning walks.	<input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identified teachers will take part in Teaching with Impact professional learning course through the Academy.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Academy
Education Support Staff (Primary) to complete Read3 Intervention Training. ES Staff to implement the invention program to support students requiring literacy intervention at a Tier 2 and 3 level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
All staff (secondary) will participate in Differentiated Practice PD with Janelle McGann.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Janelle McGann - literacy consultant.	<input checked="" type="checkbox"/> Off-site Academy