

2023 Annual Implementation Plan

for improving student outcomes

Diggers Rest Primary School (2479)



Submitted for review by Sheridan Thomas (School Principal) on 22 February, 2023 at 10:16 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Enter your reflective comments	After completing the self-evaluation process with staff for 2022, we have identified good progress even though it was another challenging year due to staff shortages. The efficiency and effectiveness of our PLC teams have continued to increase in 2022 with a strong focus on 'Consistency', 'Collaboration', 'Collective Efficacy', 'Improved Knowledge', and 'Trusting the Data'. The employment of 2 Acting Learning Specialists - Literacy/Numeracy (1 of which will be out of the classroom full-time), will impact heavily on building the leadership team, as well as improving practice, especially amongst our graduates and new staff members.
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	<p>WHAT ARE OUR LEARNINGS FROM OUR SELF-EVALUATION PROCESS:</p> <ul style="list-style-type: none"> - Need to continue to embed and strengthen consistency in pedagogical practices (HITs, curriculum knowledge, 14 Parameters & Assessment Waterfall - Lyn Sharratt) - Increase data literacy of staff - Continue to focus on creating a positive school culture and learning environment - High focus on 'Collaborative Work', 'Collective Efficacy' and effective PLC teams - Strengthen the PLC Inquiry Cycle (processes/structures ie. timetables and 2-hour planning opportunity) <p>WHAT ARE OUR KEY FINDINGS:</p> <p>The need to ...</p> <ul style="list-style-type: none"> - continue to develop consistent teaching and learning programs (especially among new staff) - develop agreed-upon assessment protocols and make sure these are embedded across the school - continue to provide professional development around Data Literacy - understand that wellbeing and learning go hand in hand and that building positive relationships are imperative to our student's success <p>WHAT IS OUR PERSONAL GROWTH:</p> <ul style="list-style-type: none"> - Increased staff knowledge - Increased collaborative practices - Increased communication with parents, students, allied health professionals, and school community - Maintained a positive school culture and re-engaging our parent community after COVID - Continued to upskill staff in 'Best Practice' - Maintained positive culture, staff morale and mental wellbeing
<p>Considerations for 2023</p>	<p>WHAT ARE THE CONSIDERATIONS FOR 2023:</p> <ul style="list-style-type: none"> - Increasing numbers - Potentially two experienced staff members could be retiring/leaving - Increasing diversity across the school - Possible impact of EAL families ie. limited to no English - Younger staff (need to increase and strengthen capacity and knowledge) - Capital Works projects - Stage 2 and 3 ... impact? (resilience in staff/students/parents) - Quite a number of LSL/LWP requests for 2023 ... potential staff shortages? - Lack of facilities and available space <p>As we have our 2018 - 2022 School Review scheduled for Term 2, 2023 we are narrowing our focus and concentrating on FISO 2.0 DIMENSION - TEACHING & LEARNING: 'Building Teacher Excellence @ DRPS'.</p>

	<p>Disability, Inclusion, and Mental Health in Term 1, and Mathematics/Numeracy in Term 2.</p> <p>The self-evaluation process, Department initiatives (Mental Health in Schools and DI), and our data confirm and justifies the focus on this FISO 2.0 dimension.</p>
<p>Documents that support this plan</p>	<p>2023 2 17 UPDATED GYM and SPECIALIST HUB.jpg (1.36 MB) 2023 2 17 UPDATED PORTABLE MOVE.jpg (1.36 MB)</p>

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of every student
Target 2.1	By 2022 maintain 50% of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy and numeracy
Target 2.2	By 2022 the percentage of Year 5 students assessed as achieving medium/high relative growth in NAPLAN literacy and numeracy, to be 80%.
Target 2.3	By 2022 maintain the percentage of students performing in the top two NAP bands in literacy and numeracy in Year 3 into year 5.

Target 2.4	Each student assessed against the Victorian Curriculum Levels 1-10 to make at least one level of learning progress in each school year during the SSP period
Key Improvement Strategy 2.a Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies to drive improved professional practice
Goal 3	To improve student voice, agency and leadership
Target 3.1	By 2022 increase the percentage of positive endorsement for the <i>Social Engagement factor of student agency and voice</i> on the 4-6 Student Attitudes to School Survey to be consistently above 85% over the four years of the SSP
Target 3.2	By 2022 increase/maintain the percentage of positive endorsement for the <i>following factors</i> on the 4-6 Student Attitudes to School Survey to be consistently above 85%: <ul style="list-style-type: none"> • Stimulating Learning • Sense of Confidence • Managing Bullying
Target 3.3	By 2022 increase the percentage of positive endorsement for factor of <i>student agency and voice</i> on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP

Target 3.4	By 2022, improve the percentage of positive endorsement on SSS teaching & learning item -evaluation module score for the component, use student feedback to inform teaching practice – from 69% (2018) to be 80% or higher over the four years of the SSP
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to have a consistent understanding of student feedback and reflection processes to increase student agency, voice & leadership
Key Improvement Strategy 3.b Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Goal 4	To develop student knowledge and skills necessary to become effective global citizens, able to question, understand and contribute to the world in which they live
Target 4.1	By 2022, average absence will reduce from 18.3 days (2019) to 15.28 (state average) days or less
Target 4.2	By 2022 increase the percentage of positive endorsement for the <i>student cognitive engagement</i> factors of <i>stimulating learning</i> and <i>effective teaching</i> , on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP
Key Improvement Strategy 4.a Parents and carers as partners	Build school capacity to collaborate in learning partnerships within the school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	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>DRPS will use Principle 7: Evidence-based strategies drive professional practice improvement, as a means to build staff capacity and consistency in Mathematics across the school. DRPS will utilise assessment data, professional research and school-based documents/processes, such as 'DRPS Numeracy Manual', 'Essential Learnings - Mathematics', 'Assessment Schedule' and 'Instructional Model', to further enhance the teaching of Mathematics.</p>
To improve the learning growth of every student	Yes	By 2022 maintain 50% of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy and numeracy	<p>At the end of this 12-month period, our target is that we will have over 35% of our students in Years 3 and 5 top two bands of NAPLAN reading and numeracy. In 2022, we achieved ...- 56% of Gr. 3 students and 23% of Gr. 5 students were in the top two bands of NAPLAN reading- 60% of Gr. 3 and 37% of Gr. 5 students were in the top two bands of NAPLAN writing- 19% of Gr. 3 and 28% of Gr. 5 students were in the top two bands of NAPLAN numeracy</p>
		By 2022 the percentage of Year 5 students assessed as achieving medium/high relative growth in NAPLAN literacy and numeracy, to be 80%.	<p>At the end of this 12-month period, our target is that we will have over 80% of our students achieving high/medium relative learning</p>

			growth in NAPLAN numeracy and reading. In 2022, we achieved ...- 80% of our students achieved high/medium relative growth in reading- 76% of our students achieved high/medium relative growth in writing- 76% of our students achieved high/medium relative growth in numeracy
		By 2022 maintain the percentage of students performing in the top two NAP bands in literacy and numeracy in Year 3 into year 5.	Unfortunately, this year we won't be able to assess against matched cohort, as we have no 2020 NAPLAN data.
		Each student assessed against the Victorian Curriculum Levels 1-10 to make at least one level of learning progress in each school year during the SSP period	At the end of this 12-month period, 80% of our students will make at least one level of learning progress in English and Mathematics each year. In 2022, we achieved ...By looking at the Teacher Judgement Growth on Panorama, there were some cohorts that achieved this and some that did not.
To improve student voice, agency and leadership	No	By 2022 increase the percentage of positive endorsement for the <i>Social Engagement factor of student agency and voice</i> on the 4-6 Student Attitudes to School Survey to be consistently above 85% over the four years of the SSP	
		By 2022 increase/maintain the percentage of positive endorsement for the <i>following factors</i> on the 4-6 Student Attitudes to School Survey to be consistently above 85%: <ul style="list-style-type: none"> • Stimulating Learning • Sense of Confidence • Managing Bullying 	
		By 2022 increase the percentage of positive endorsement for factor of <i>student agency and voice</i> on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP	

		By 2022, improve the percentage of positive endorsement on SSS teaching & learning item -evaluation module score for the component, use student feedback to inform teaching practice – from 69% (2018) to be 80% or higher over the four years of the SSP	
To develop student knowledge and skills necessary to become effective global citizens, able to question, understand and contribute to the world in which they live	No	By 2022, average absence will reduce from 18.3 days (2019) to 15.28 (state average) days or less	
		By 2022 increase the percentage of positive endorsement for the <i>student cognitive engagement</i> factors of <i>stimulating learning</i> and <i>effective teaching</i> , on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	DRPS will use Principle 7: Evidence-based strategies drive professional practice improvement, as a means to build staff capacity and consistency in Mathematics across the school. DRPS will utilise assessment data, professional research and school-based documents/processes, such as 'DRPS Numeracy Manual', 'Essential Learnings - Mathematics', 'Assessment Schedule' and 'Instructional Model', to further enhance the teaching of Mathematics.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve the learning growth of every student	
12 Month Target 2.1	<p>At the end of this 12-month period, our target is that we will have over 35% of our students in Years 3 and 5 top two bands of NAPLAN reading and numeracy.</p> <p>In 2022, we achieved ...</p> <ul style="list-style-type: none"> - 56% of Gr. 3 students and 23% of Gr. 5 students were in the top two bands of NAPLAN reading - 60% of Gr. 3 and 37% of Gr. 5 students were in the top two bands of NAPLAN writing - 19% of Gr. 3 and 28% of Gr. 5 students were in the top two bands of NAPLAN numeracy 	
12 Month Target 2.2	<p>At the end of this 12-month period, our target is that we will have over 80% of our students achieving high/medium relative learning growth in NAPLAN numeracy and reading.</p> <p>In 2022, we achieved ...</p> <ul style="list-style-type: none"> - 80% of our students achieved high/medium relative growth in reading - 76% of our students achieved high/medium relative growth in writing - 76% of our students achieved high/medium relative growth in numeracy 	
12 Month Target 2.3	Unfortunately, this year we won't be able to assess against matched cohort, as we have no 2020 NAPLAN data.	

12 Month Target 2.4	<p>At the end of this 12-month period, 80% of our students will make at least one level of learning progress in English and Mathematics each year.</p> <p>In 2022, we achieved ... By looking at the Teacher Judgement Growth on Panorama, there were some cohorts that achieved this and some that did not.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices	Yes
KIS 2.b Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies to drive improved professional practice	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.	<p>DRPS has selected these Key Improvement Strategies (KIS) as a focus in 2023 as it continues to build upon the 'RIGHT WORK' that we have done over the last couple of years.</p> <p>For example,</p> <ul style="list-style-type: none"> - 'Building Practice Excellence @ DRPS' (Mental Health, Well-being, and Inclusion - Term 1 and Mathematics/Numeracy in Term 2), - Continuing to build consistency and collective efficacy across the school (8 new staff members in 2023), - Continuing to embed 'Collaborative Work', and effective PLC practices across the school - including within a Specialist PLC team - The appointment of two Assistant Principals (one substantive and one Acting), - Employing two Acting Learning Specialists (one in their own classroom half the time to model exemplary practice and the second one out of the classroom full time so that they can rove and be in a number of classrooms to support staff - especially our younger or new staff members), - Continuation of the Gr. 1/2 TLI program and the extension into the Gr. 3 - 5 cohort in Term 2, and - Continuing to embed the work we have done with Lyn Sharratt and the Melton Network (14 Parameters and the Waterfall Chart). <p>As you can see from our self-reflection and the results listed above, our goals/targets are data-driven and focus on areas that</p>	

we have identified as a concern or point of need.

These goals/targets also closely align with FISO 2.0: Teaching and Learning dimension and the Schools' Strategic Plan.

CHALLENGES NOTED:

Due to staff shortages in 2022, we found it very difficult to effectively work towards a number of targets listed in our 2022 AIP ie. Learning Specialists and the Leadership team were used to cover grades instead of completing their own work to the high standard that we strive to.

We are hoping that in 2023 there will be more staff available to cover absences, which will mean that the Leadership Team and the Learning Specialists, in particular, will be able to focus on the 'RIGHT WORK' which is strengthening Professional Practice, improving student outcomes, and ensuring the mental health and well-being of our school community.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	DRPS will use Principle 7: Evidence-based strategies drive professional practice improvement, as a means to build staff capacity and consistency in Mathematics across the school. DRPS will utilise assessment data, professional research and school-based documents/processes, such as 'DRPS Numeracy Manual', 'Essential Learnings - Mathematics', 'Assessment Schedule' and 'Instructional Model', to further enhance the teaching of Mathematics.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * Build staff capacity in curriculum, assessment and differentiation in Numeracy in order to identify and meet students' individual needs (Term 2 ... Led by our Learning Specialist: Geordy Nolan and Ben Payton) * Build consistency in the pedagogical practices across the year levels and further develop collective efficacy among staff (Term 1 and Term 2 ... Led by our Leadership Team)
Outcomes	= LEADERS = <ul style="list-style-type: none"> * Leaders model a data-focused mindset and refer to evidence to support their decisions. * Leaders support staff to improve their curriculum knowledge, data and differentiation practices through prioritising time and providing professional learning opportunities. * Leaders will provide opportunities for staff to build capacity and collective efficacy in Mathematics. * Leaders will support staff to build assessment and differentiation practices through clear processes and professional development. * Leaders will support staff to utilise assessment data, professional research and school-based documents/ processes to enhance their teaching practices. ie. 'DRPS Numeracy Manual', 'Essential Learnings', 'Assessment Schedule' and 'Instructional Model' = STAFF = <ul style="list-style-type: none"> * Staff will continue to develop a greater understanding of the curriculum, and how to analyse/use student data to effectively plan lessons and units of work.

	<ul style="list-style-type: none"> * Staff will confidently and accurately use data (eg. SPA, Essential Assessment, teacher records) to inform their practice and identify student learning needs. * Staff will work within their PLCs to engage in reflective practice, evaluate, moderate, and plan curriculum, assessments and lessons (2-hour planning block, PLC sessions) that are differentiated to meet individual student needs. * Staff will continue to use Lyn Sharratt's Waterfall Chart (especially Learning Intentions and Success Criteria), the school's instructional models (Reading and Numeracy) and the HITS document to further enhance their lessons and units of work. * Staff will continue to implement the agreed assessment schedule using consistent assessment protocols. * Staff will identify and support students in need of targeted numeracy academic support or intervention through: <ul style="list-style-type: none"> - modified classroom activities (differentiation) - linking in with the Learning Specialists, and where possible, ES support - providing targeted academic support to students through Numeracy goals in IEPs - using the increase of APT time to plan content at the student's point of need * Relevant staff and leaders (ie. Carly & Michele - TLI and Geordy - Maths extension groups with Di Wilson) will establish intervention/small group tutoring programs. <p>= STUDENTS =</p> <ul style="list-style-type: none"> * Students' Victorian Curriculum judgments will show growth in learning. * Students will display an increased use of Numeracy - specific vocabulary. * Students will know what the next steps are to progress their learning in Mathematics/Numeracy. * Students will display a positive attitude toward their learning. * Students in need of targeted academic support or intervention will be identified and supported.
<p>Success Indicators</p>	<p>= EARLY INDICATORS =</p> <ul style="list-style-type: none"> * Assessment schedules demonstrates a variety of diagnostic, formative and summative assessment. * Planning documentation will be consistent and will show plans for differentiation in Numeracy. * Pre and post assessments results will be documented (ie. SPA, anecdotal records) and regularly analysed by staff/PLC teams to inform future planning. * Student IEP's and planning documents will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. * Mid-year staff survey will show their level of confidence in staff capacity in regard to curriculum, assessment and differentiation in Mathematics/Numeracy (Pre-staff survey). <p>= LATE INDICATORS =</p> <ul style="list-style-type: none"> * Victorian Curriculum teacher judgments will show increased learning growth in Number and Algebra. * The percentage of students in the top two NAPLAN bands for Numeracy will increase. * PLC minutes and Whole School Celebration presentations will show evidence of research, implementation and improved practice in Mathematics.

	<p>* Numeracy assessment (PAT/Essential Assessment) will show student learning growth. * End-of-year staff survey shows increased confidence in staff capacity in regard to curriculum, assessment and differentiation in Mathematics/Numeracy (Post-staff survey).</p> <p>= MEASURES = School Staff Survey: * Moderation of student assessment * Monitoring the effectiveness of using data * Instructional leadership, collective efficacy * Instructional leadership, trust in colleagues, collective efficacy, academic emphasis</p> <p>Attitudes to School Survey: * Stimulated learning, advocate at school</p> <p>Teacher Judgement: * learning growth</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>** TERM 2 ** Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs - Run whole school Professional Development sessions in order to improve practice and student outcomes (\$\$\$ - Maths expert, refreshments and supplies)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 2</p>	<p>\$6,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>** TERM 1 & 2 ** Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar (PLC Planning meetings)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>** Term 2 ** Staff revise the Mathematics instructional model and co-construct an agreed A4 summary sheet of expected practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>** Term 1 & 2 ** Organise 'Visits @ Diggers' and Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation (\$\$\$ - CRT costs)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>** Term 1 & 2 ** Maintain and prioritise weekly PLC time - Schedule two meetings per term to share and celebrate PLC Inquiries and staff learning - Provide each PLC Team a 2-hour collaborative opportunity each week (\$\$\$ - Refreshments and supplies)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>** Term 1 & 2 ** Continue to establish processes for recording student data, eg. data walls in the Learning Specialist office, teacher classroom records, Guttman charts and SPA (\$\$\$ - SPA subscription)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> * Embed whole school social and emotional learning programs eg. RRRRs (All year ... Led by Brad Kemp) * Build staff capacity around inclusive practices eg. Functions of Behaviour, ADHD and ASD (Term 1 ... Led by Brad Kemp) * Continue to foster positive relationships and build students' and parents' capacity around wellbeing and Mental Health (All year ... Led by Brad Kemp and Shaun Sims) 			
Outcomes	<p>= LEADERS =</p> <ul style="list-style-type: none"> * Leaders will build staff capacity (knowledge and understanding) around Inclusion and Mental Health and Wellbeing, especially the new DI and Mental Health in schools model. * Leaders will continue to embed a whole school approach (Traffic Light School Wide Behaviour System) and co-create a set of common beliefs around Inclusion and Mental Health and Wellbeing. * Leaders will continue to coordinate the implementations of the DRPS Dad's group (formally the Fathering Project). * Leaders will continue to track whole school student behaviour data and where needed implement programs that cater to any issues or concerns that are identified (Shaun Sims). * Leaders will continue to over-employ ES staff to support students at risk. * Leaders will continue to establish a partnership with external agencies to deliver positive mental health messaging to the wider parent community. <p>= STAFF =</p> <ul style="list-style-type: none"> * Staff will participate in a series of Professional Development sessions around inclusive practices. * Staff will continue to implement the RRRRs program weekly. * Staff will contribute positively to a strong school culture. * Gr. Prep Staff will trial the 'Learn to Play' program in order to strengthen our students' social and emotional skills (Term 2). * Staff will regularly record wellbeing incidents, IEPs and Student Profiles on Sentral and use this data to make sure students' needs are being supported. * Staff will identify students' wellbeing point of need and employ appropriate strategies to support them. * Staff will develop inclusive teaching strategies that promote student connectedness and self-regulation. * Staff will implement and model consistent routines and support the whole school's approach to wellbeing. * Staff will continue to promote and celebrate revised School Values. ie. Be a Friend. 			

	<ul style="list-style-type: none"> * Staff will provide inclusive activities, such as Harmony Week and Go Green Day, that celebrate student diversity and positive behaviour at our school. * Staff will continue to engage the school community in whole-school events. <p>= STUDENTS =</p> <ul style="list-style-type: none"> * Students will feel supported and engaged in school and will contribute to a strong school culture. * Students will continue to develop self-regulation strategies (Gr. 1/2 pilot program). * Students will continue to trial trauma-informed strategies (based on Berry Street practice). * Students will be aware and engaged in their individual education plans (IEPs) and co-construct goals accordingly. * At-risk students will receive targeted support in a timely manner. * Families will receive regular communication and support from the school in regard to any social, emotional and academic issues/concerns. * Individual Education Plans (IEPs) will be written each term for students with additional physical, social and emotional wellbeing. * Behaviour management plans and behaviour profiling tools will be created for students with additional behavioural needs
<p>Success Indicators</p>	<p>= EARLY INDICATORS =</p> <ul style="list-style-type: none"> * Expected behaviours are displayed prominently throughout the school. * Staff are recording Sentral * Staff meet/communicate with parents as required * Staff adopt inclusive teaching practices and strategies * Classrooms will increase displays that connect to Social and Emotional Learning (SEL) strategies and activities * Individual Education Plan – provided for all students identified as tier 2 & 3 (social/emotional) * Care Team meetings organised and conducted as required * Recording of incidents on Sentral is timely and as required * Timetabled/Scheduled Tier 2 Intervention (social/emotional) * Students will be able to identify learning intentions and success criteria for SEL teaching and learning programs * Students will be able to identify their social/emotional learning goals * Scheduled student focus group sessions with evidence collected (i.e. survey data) <p>= LATE INDICATORS =</p> <ul style="list-style-type: none"> * Maintain or increased results in the Attitudes to School Survey * Program feedback * Termly student survey: DRPS Feedback Loop (Brad Kemp) * Improved Traffic Light System Data - School-Wide Behaviour Management System which will be monitored daily (Shaun Sims) * Continuation of the RRRRs team (Brad Kemp) * Decreased levels of negative incidents

	<ul style="list-style-type: none"> * Comprehensive history of incidents recorded on Sentral by all staff * Students will be able to use Social and Emotional Learning (SEL) strategies both inside and outside of the learning space. * Brad Kemp will coordinate and lead SSG/CTM with parents and allied Health Professionals throughout the year. <p>= MEASURES =</p> <p>School Staff Survey:</p> <ul style="list-style-type: none"> * Guaranteed and viable curriculum <p>Attitudes to School Survey:</p> <ul style="list-style-type: none"> * Stimulated Learning * Attitudes to attendance * Sense of Confidence * Student Voice and Agency * School Connectedness * Respect for Diversity * Managing Bullying <p>Teacher Judgement:</p> <ul style="list-style-type: none"> * learning growth <p>CASES/ SENTRAL RECORDS:</p> <ul style="list-style-type: none"> * Absent days 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>* TERM 1 *</p> <p>Create a professional calendar to prioritise time for the development of knowledge and skills around the Mental Health areas</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
* All Year * Mental Health and Wellbeing Resources - Go Green Day - Rewards/Prizes (\$\$\$ - Prizes, rewards and decorations)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <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
* All Year * DRPS Dad's Group (formally the Fathering Project) (\$\$\$ - food and resources)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,800.00 <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
* TERM 1 * Social and Emotional Learning (SEL), Disability Inclusion (DI)	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

<p>Mental Health and Wellbeing PD - Internal SEL and Wellbeing PDs coordinated by Assistant Principal (Brad Kemp) and allied health professionals (Broadmeadows Special School, Jacana School of Autism and our SSSo Team ... ie. Gr. ASD, ADHD (\$\$\$ - Guest speakers, materials and food)</p>			<p>to: Term 1</p>	<p><input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>* Term 1 & 2 * Leadership Team to attend Disability Inclusion information sessions and Mental Health in Schools professional development WebExs</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>* 2023 * Employing an Acting Assistant Principal to focus on Wellbeing. In particular, supporting the most vulnerable students and spearheading the Disability Inclusion and Metal Health in Schools initiative at DRPS.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
* 2023 * Over-employing ES staff in order to support the additional needs of our students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,749.25 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
* 2023 * Continue to implement the RRRRs program consistently across the school. (\$\$\$ - resources, materials, decoration and food)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>* 2023 *</p> <p>Employing an Acting Learning Specialist who is full-time out of the classroom to focus on Building Practice Excellence @ DRPS and improving student Wellbeing and Mental Health.</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$52,912.90 <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
Goal 2	To improve the learning growth of every student			
12 Month Target 2.1	<p>At the end of this 12-month period, our target is that will we have over 35% of our students in Years 3 and 5 top two bands of NAPLAN reading and numeracy.</p> <p>In 2022, we achieved ...</p> <ul style="list-style-type: none"> - 56% of Gr. 3 students and 23% of Gr. 5 students were in the top two bands of NAPLAN reading - 60% of Gr. 3 and 37% of Gr. 5 students were in the top two bands of NAPLAN writing - 19% of Gr. 3 and 28% of Gr. 5 students were in the top two bands of NAPLAN numeracy 			
12 Month Target 2.2	<p>At the end of this 12-month period, our target is that we will have over 80% of our students achieving high/medium relative learning growth in NAPLAN numeracy and reading.</p> <p>In 2022, we achieved ...</p> <ul style="list-style-type: none"> - 80% of our students achieved high/medium relative growth in reading - 76% of our students achieved high/medium relative growth in writing - 76% of our students achieved high/medium relative growth in numeracy 			
12 Month Target 2.3	Unfortunately, this year we won't be able to assess against matched cohort, as we have no 2020 NAPLAN data.			

12 Month Target 2.4	<p>At the end of this 12-month period, 80% of our students will make at least one level of learning progress in English and Mathematics each year.</p> <p>In 2022, we achieved ... By looking at the Teacher Judgement Growth on Panorama, there were some cohorts that achieved this and some that did not.</p>
KIS 2.a Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices
Actions	<ul style="list-style-type: none"> * Continue to develop data literacy of staff to inform their understanding of students' needs, as well as identifying students requiring additional support or extension * Continue to adhere to the DRPS Assessment Schedule and ensure data collected is authentic and informs teaching and learning programs
Outcomes	<p>= LEADERS =</p> <ul style="list-style-type: none"> * Leaders and teachers have effective systems in place to support ongoing data analysis, which is understood and used by all staff to access and use data at multiple levels of the school effectively and readily * Leaders and teachers regularly measure and moderate student learning and wellbeing data and identify risks to inform tiered and responsive supports * Leaders continue to provide a 2-hour PLC 'Collaborative Opportunity' time so that staff can analyse data and plan accordingly. * Leaders will continue to allocate whole-school meeting times to analyse data and plan future programs/activities or additional assessments (SSSO Team). * Leaders will provide opportunities for staff to build capacity and collective efficacy. * Leaders will continue to embed consistent approaches and protocols for assessment practices. <p>= STAFF =</p> <ul style="list-style-type: none"> * Staff effectively design and implement high-quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards * Staff will continue to engage in reflective practice, evaluate, moderate and plan curriculum, assessments and lessons (2-hour planning block, PLC sessions). * Staff will confidently and accurately use SPA to analyse data and identify the learning needs of their students. * Staff will continue to develop a greater understanding of the curriculum, and how to analyse and use data to plan units of work.

	<ul style="list-style-type: none"> * Staff will continue to use evidence-based strategies to improve their professional practice. * Use Whole School PDs, PLC meetings & planning sessions for staff to collaboratively assess student data to plan units of work with a focus on differentiation and individual needs. * Support staff to embed the use of data (both digital and data walls) for all areas of the curriculum to inform PLC inquiry cycles and planning. * Staff will confidently and accurately use SPA to analyse data and identify the learning needs of their students. * Staff will use Waterfall Chart and HITS to consistently plan lessons and units. <p>= STUDENTS =</p> <ul style="list-style-type: none"> * Students assess their work and solve problems effectively, receiving scaffolding and feedback from teachers to build their skills in monitoring and evaluating their progress. * Students in need of targeted academic support or intervention will be identified and supported. * Students in Gr. 1/2 who have been identified to need additional support will have access to the TLI program from Term 1 (Carly Ritchie) * Students in Gr. 3-6 who have been identified to need additional support will have access to the TLI program from Term 2 (Michele Gordon). * Students will be involved in their learning journey and understand what they are focusing on and how they can achieve success (Learning Intentions and Success Criteria). * Students will set goals and co-create strategies with the staff to ensure they are able to achieve them.
Success Indicators	<p>= EARLY INDICATORS =</p> <ul style="list-style-type: none"> * PLC teams will be utilising their collaborative opportunity times and PLC sessions to review data and their practice in order to increase student outcomes. * PLC teams and staff will be using the SPA Platform to analyse data and inform practice (Planning documents, PLC share time, and conversations). * Evidence of Assessment Waterfall and HITS in planning documents. <p>= LATE INDICATORS =</p> <ul style="list-style-type: none"> * Consistent evidence across the school of the use of the Assessment Waterfall (e.g. Learning intentions, success criteria, descriptive feedback, peer and self-assessment and individual goal setting), HITS and instructional models (Staffroom display and learning walks) * Staff records and observations of student progress are regularly maintained and up to date. * Assessments will be completed and results submitted/documentated on time. * The use of data will be evident in planning documents. * Staff formative assessment data and teacher judgment data will show student improvement. * Lessons will be differentiated in accordance with the assessment data.

	<p>= MEASURES =</p> <p>School Staff Survey:</p> <ul style="list-style-type: none"> * Moderation of student assessment * Monitoring the effectiveness of using data * Instructional Leadership * Trust in colleagues * Collective Efficacy * Academic emphasis * use of student feedback to inform teaching practice <p>Attitudes to School Survey:</p> <ul style="list-style-type: none"> * Stimulated Learning <p>Teacher Judgement:</p> <ul style="list-style-type: none"> * Learning Growth <p>CASES/ Sentral Records:</p> <ul style="list-style-type: none"> * TLI data (students who have participated in the TLI program) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>*Term 1 & 2 *</p> <p>Allocate whole school meetings times to data moderation and analyse. (\$\$\$ - Resources and materials)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$500.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>* Term 1 *</p> <p>Provide a professional development session for the 2023 PLC Leaders on the SPA Platform (During a PLC Leaders meeting ... towards the end of Term 1)</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>* Term 1*</p> <p>Provide whole-school staff professional learning sessions on deepening teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices (During PLC meetings and PLC Collaborative Opportunities - 2 hour block)</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>* Term 1 & 2 *</p> <p>Model and share Best Practice - All staff - PLC teams to share best practices in whole school celebration sessions.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>* Term 1 *</p> <p>Model and share Best Practices - Learning Specialist - Learning specialist model and support the implementation of DRPS Testing Protocols (PAT and EOI) (\$\$\$ - CRTs)</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <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
<p>* Term 1 & 2 *</p> <p>Use assessment data to establish intervention/extension groups.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
* Term 1 & 2 * Purchase SPA platform and Essential Assessment subscription	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
KIS 2.b Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies to drive improved professional practice			
Actions	<ul style="list-style-type: none"> * Continue to support staff collaboration, reflection and celebration of strengthening professional practice, skills and knowledge * Continue building practice excellence at DRPS, with a focus on incorporating high-quality teaching and learning strategies in Mathematics * Improve professional practice by continuing to utilise the FISO 2.0 Inquiry Cycle during PLC meetings 			
Outcomes	<p>= LEADERS =</p> <ul style="list-style-type: none"> * Leaders support staff to improve their curriculum knowledge, data and differentiation practices through prioritising time and providing professional learning opportunities. * Leaders will provide opportunities for staff to build capacity and collective efficacy in Mathematics. * Leaders will support staff to utilise assessment data, professional research and school-based documents/ processes to enhance their teaching practices. ie. 'DRPS Numeracy Manual', 'Essential Learnings', 'Assessment Schedule' and 'Instructional Model' * Leaders model a data-focused mindset and refer to evidence to support their decisions. 			

	<ul style="list-style-type: none"> * Leaders will support staff to build assessment and differentiation practices through clear processes and professional development. <p>= STAFF =</p> <ul style="list-style-type: none"> * Staff will continue to implement the agreed assessment schedule using consistent assessment protocols. * Staff will continue to the FISO 2.0 and Improvement Cycle to develop a greater understanding of the curriculum, and how to analyse/use student data to effectively plan lessons and units of work. * Staff will confidently and accurately use data (eg. SPA, Essential Assessment, teacher records) to inform their practice and identify student learning needs. * Relevant staff and leaders (ie. Maths extension groups with Di Wilson) will establish intervention/small group tutoring programs. * Staff will work within their PLCs to engage in reflective practice, evaluate, moderate, and plan curriculum, assessments and lessons (2-hour planning block, PLC sessions) that are differentiated to meet individual student needs. * Staff will continue to use Lyn Sharratt's Waterfall Chart (especially Learning Intentions and Success Criteria), the school's instructional models (Mathematics) and the HITS document to further enhance their lessons and units of work. <p>= STUDENTS =</p> <ul style="list-style-type: none"> * Students' Victorian Curriculum judgments will show growth in learning. * Students will display an increased use of Numeracy - specific vocabulary. * Students will know what the next steps are to progress their learning in Mathematics/Numeracy. * Students will display a positive attitude toward their learning. * Students in need of targeted academic support or intervention will be identified and supported.
<p>Success Indicators</p>	<p>=EARLY INDICATORS =</p> <ul style="list-style-type: none"> * Staff feel supported and are given opportunities to reflect on their professional practice. * Assessment schedules demonstrates a variety of diagnostic, formative and summative assessment. * Planning documentation will be consistent and will show plans for differentiation in Numeracy. * Pre and post assessments results will be documented (ie. SPA, anecdotal records) and regularly analysed by staff/PLC teams to inform future planning. * Student IEP's and planning documents will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. * Mid-year staff survey will show their level of confidence in staff capacity in regard to curriculum, assessment and differentiation in Mathematics/Numeracy (Pre-staff survey). <p>= LATE INDICATORS =</p> <ul style="list-style-type: none"> * Staff continue to feel supported, have strengthened their professional practice and celebrate their learning at our whole school PLC celebration session * Victorian Curriculum teacher judgments will show increased learning growth in Number and Algebra. * The percentage of students in the top two NAPLAN bands for Numeracy will increase.

	<p>* PLC minutes and Whole School Celebration presentations will show evidence of research, implementation and improved practice in Mathematics.</p> <p>* Numeracy assessment (PAT/Essential Assessment) will show student learning growth.</p> <p>* End-of-year staff survey shows increased confidence in staff capacity in regard to curriculum, assessment and differentiation in Mathematics/Numeracy (Post-staff survey).</p> <p>=MEASURES =</p> <p>School Staff Survey:</p> <p>* Monitoring the effectiveness of using data</p> <p>* Instructional leadership, collective efficacy</p> <p>* Instructional leadership, trust in colleagues, collective efficacy, academic emphasis</p> <p>Attitudes to School Survey:</p> <p>* Stimulated learning, advocate at school</p> <p>Teacher Judgement:</p> <p>* learning growth</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>* Term 2 *</p> <p>Geordy Nolan, Ben Payton and Sheridan Thomas will attend Victorian Academy course, Leading Mathematics, to improve practice and student outcomes (\$\$\$ - CRTs)</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,500.00</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>* Term 1 & Term 2 *</p> <p>Geordy Nolan and Ben Payton to attend and participate in all PLC Collaborative Opportunity sessions (2-hour)</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</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>* Term 2 *</p> <p>Continue building practice excellence at DRPS by running regular PD sessions with all staff, with a focus on incorporating high-quality teaching and learning strategies in Mathematics</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$4,000.00</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>* Term 2 *</p> <p>Geordy Nolan and Ben Payton to develop and support staff to implement the consistent school-wide Mathematics planning documentation.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$52,912.90	\$52,912.90	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$55,749.25	\$55,749.25	\$0.00
Total	\$108,662.15	\$108,662.15	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
* 2023 * Over-employing ES staff in order to support the additional needs of our students.	\$55,749.25
* 2023 * Continue to implement the RRRRs program consistently across the school. (\$\$\$ - resources, materials, decoration and food)	\$5,000.00
* 2023 * Employing an Acting Learning Specialist who is full-time out of the classroom to focus on Building Practice Excellence @ DRPS and improving student Wellbeing and Mental Health.	\$52,912.90
Totals	\$113,662.15

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
* 2023 * Employing an Acting Learning Specialist who is full-time out of the classroom to focus on Building Practice Excellence @ DRPS and improving student Wellbeing and Mental Health.	from: Term 1 to: Term 4	\$52,912.90	<input checked="" type="checkbox"/> School-based staffing
Totals		\$52,912.90	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
* 2023 * Over-employing ES staff in order to support the additional needs of our students.	from: Term 1 to: Term 4	\$50,749.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
* 2023 * Continue to implement the RRRRs program consistently across the school.	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

(\$\$\$ - resources, materials, decoration and food)	to: Term 4		○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$55,749.25	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$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
<p>** TERM 2 ** Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs - Run whole school Professional Development sessions in order to improve practice and student outcomes (\$\$\$ - Maths expert, refreshments and supplies)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 2 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Unsure at this stage</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>** Term 1 & 2 ** Maintain and prioritise weekly PLC time - Schedule two meetings per term to share and celebrate PLC Inquiries and staff learning - Provide each PLC Team a 2-hour collaborative opportunity each week (\$\$\$ - Refreshments and supplies)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>* TERM 1 * Social and Emotional Learning (SEL), Disability Inclusion (DI) Mental Health</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

and Wellbeing PD - Internal SEL and Wellbeing PDs coordinated by Assistant Principal (Brad Kemp) and allied health professionals (Broadmeadows Special School, Jacana School of Autism and our SSSo Team ... ie. Gr. ASD, ADHD (\$\$\$ - Guest speakers, materials and food)					Broadmeadows Special School Staff, Jacana School for Autism Staff, SSSOs <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
* Term 1 & 2 * Leadership Team to attend Disability Inclusion information sessions and Mental Health in Schools professional development WebExs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources Various	<input checked="" type="checkbox"/> Off-site Both ... WebExs and Off-site meetings
*Term 1 & 2 * Allocate whole school meetings times to data moderation and analyse. (\$\$\$ - Resources and materials)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Kirsten	<input checked="" type="checkbox"/> On-site
* Term 1 * Provide a professional development session for the 2023 PLC Leaders on the SPA Platform (During a PLC Leaders	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

meeting ... towards the end of Term 1)						
* Term 1 * Model and share Best Practices - Learning Specialist - Learning specialist model and support the implementation of DRPS Testing Protocols (PAT and EOI) (\$\$\$ - CRTs)	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
* Term 2 * Geordy Nolan, Ben Payton and Sheridan Thomas will attend Victorian Academy course, Leading Mathematics, to improve practice and student outcomes (\$\$\$ - CRTs)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site WebEx
* Term 2 * Continue building practice excellence at DRPS by running regular PD sessions with all staff, with a focus on incorporating high-quality teaching and learning strategies in Mathematics	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Top Ten Victorian Academy and Teaching and Leadership	<input checked="" type="checkbox"/> On-site