

# 2023 Annual Implementation Plan

## for improving student outcomes

Bittern Primary School (3933)



Submitted for review by Margaret Dolan (School Principal) on 15 December, 2022 at 12:56 PM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 20 March, 2023 at 09:14 AM  
Endorsed by Linda Chahwan (School Council President) on 21 March, 2023 at 06:25 AM

# Self-evaluation Summary - 2023

Bittern Primary School (3933)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging	
	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.	Evolving	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

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

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

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

<b>Enter your reflective comments</b>	This section of the self-evaluation against FISO 2.0 is based on the 2022 AIP. We felt that it was best to leave the 5 areas where we assessed ourselves for 2022 at this stage. There were sections of the 2022 AIP that (in the activity area) that were not 100% complete by the end of 2022. This work will continue into 2023 and we will re-assess and track our progress against the 5 areas of FISO 2.0 either at the end of term 1 or 2 next year.
<b>Considerations for 2023</b>	Tutor Learning Initiative - Numeracy Focus Absence data - 3/4 student cohort 5 weekly sprints - Traffic Light growth assessment (Teacher Judgment) Reduced staffing due to significant fall in student numbers Wellbeing supports for staff and students Network connections - Bittern Kinder, Anglicare, Salvation Army (Chaplaincy program), Principal Network, AP & DIP Network (Kellie - Wellbeing and DIP), Inclusion Outreach Coach, SSS, Local Schools, The Resilience Project, Playgroup Victoria, iSea iCare, Racing Hearts (Equine Therapy), Hands on Learning, Mornington Peninsula Youth Shire, Shine for Kids, Food Bank (Breakfast Club), Petersons Bookstore, Reading for Life, Bittern CFA, Berry Street, Bittern Lifestyle Community, Monash and Deakin University (Pre-Service Teachers), KESO Contact (Eric Clark), Lookout, Behavior Support Unit, Roberts and Green (Local Real Estate Agent), Bunnings Hastings, Crib Point RSL, Crib Point Community House, Subway Mornington, IGA Ritchies, Utilization of DIP cash funding for student engagement and wellbeing programs/supports
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve student learning outcomes in Literacy and Numeracy
<b>Target 2.1</b>	<p>NAPLAN Benchmark growth</p> <p>By 2024 the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> <li>• Reading from 68 per cent in 2019 to 75 per cent</li> <li>• Writing from 68 per cent in 2019 to 75 per cent</li> </ul>
<b>Target 2.2</b>	<p>NAPLAN Top Two Bands</p> <p>By 2024, the percentage of:</p> <ul style="list-style-type: none"> <li>• Year 3 students in the top two bands to increase in:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Writing from 33 per cent in 2019 to 40 per cent</li> <li>○ Numeracy from 11 per cent in 2019 to 25 per cent</li> <li>● Year 5 students in the top two bands to increase in: <ul style="list-style-type: none"> <li>○ Reading from 17 per cent in 2019 to 25 per cent</li> <li>○ Writing from 4 per cent in 2019 to 20 per cent</li> <li>○ Numeracy from 9 per cent in 2019 to 20 per cent</li> </ul> </li> </ul>
<b>Target 2.3</b>	<p>Teacher Judgement</p> <p>By 2024, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 to increase in:</p> <p>English:</p> <ul style="list-style-type: none"> <li>● Reading from 71 per cent in 2020 to 80 per cent</li> <li>● Writing from 46 per cent in 2020 to 70 per cent</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>● Number and Algebra from 64 per cent in 2020 to 75 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	Build teacher capacity through collaboration to effectively use data to target student learning at point of need.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop high quality teaching and learning practice through the implementation of a Guaranteed and Viable curriculum.
<b>Goal 3</b>	Improve student voice and agency in their learning

<b>Target 3.1</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> <li>○ Motivation and interest from 69 per cent in in 2020 to 80 per cent.</li> <li>○ Sense of confidence from 56 per cent in 2020 to 75 per cent.</li> <li>○ Self-regulation and goal setting from 76 per cent in 2020 to 85 per cent.</li> </ul> </li> <li>• In the Social Engagement domain <ul style="list-style-type: none"> <li>○ Student Voice and Agency from 50 per cent in 2020 to 75 per cent</li> </ul> </li> </ul>
<b>Target 3.2</b>	<p>By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 33 per cent in 2020 to 20 per cent.</p>
<b>Target 3.3</b>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Learning (Teaching and Learning - Implementation) from 67 per cent in 2020 to 80 per cent</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	<p>Develop and implement an agreed whole school student voice and agency model.</p>
<b>Key Improvement Strategy 3.b</b>	<p>Build capacity of teachers to ensure that learning is stimulating and that students are able to direct and take responsibility for their learning</p>

Evidence-based high-impact teaching strategies	
<b>Goal 4</b>	To improve student wellbeing through connectedness to school.
<b>Target 4.1</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• In the Social Engagement domain <ul style="list-style-type: none"> <li>○ Sense of connectedness from 75 per cent in 2020 to 85 per cent</li> </ul> </li> <li>• In Teacher-student relations domain <ul style="list-style-type: none"> <li>○ Teacher concern from 71 per cent in 2020 to 80 per cent</li> </ul> </li> </ul>
<b>Target 4.2</b>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> <li>• School Climate module <ul style="list-style-type: none"> <li>○ Trust in staff and parents from 62 per cent in 2020 to 80 per cent.</li> </ul> </li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Embed the school's model of positive behaviour



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Number &amp; Algebra - Teacher J - Prep to 6 - At or Above expected level - 70% by the end of 2023.(Teacher J for Number &amp; Algebra Prep to 6 for 2022 is 59.8% At or Above expected level).2. NAPLAN Numeracy - Decrease the below benchmark growth for Year 5 students from 36% to 20%. 3. NAPLAN Numeracy - Year 3 - Decrease bottom 2 bands from 22% to 10%.4. NAPLAN Numeracy - Year 5 - Bottom 2 Bands - Maximum of 10% of students (currently there will be 15 year 5 students for 2023).KIS 1.a TargetsSSS Target - Teaching and Learning - Planning Module - Plan differentiated learning activities - to go from 100% (2022) to 80% (2023)- Use of data for curriculum planning - to go from 80% (2022) to 90% (2023)KIS 1.b TargetsStudent attendance in the 3/4 cohort will be a focus for 2023 due to a significant increase of student absence in 2022 (19 students in total) that have been absent for more than 20+ days, 13 students out of 21 (62%). This data was identified at the end of November through CASES21 data. We will use this cohort and focus specific strategies to increase student attendance in this area. Student Absence Target (3/4 Cohort) -</p>

			<p>Panorama2023 - Year 3 Cohort10 - 30+ days absent from 71% of students (2022) to 50%  2023 - Year 4 Cohort10 - 30+ days absent from 58% of students (2022) to 40%***NOTE: these are broad ranged targets due to the small number of students in each Band as well as the transient student population.***NOTE: during our 5 weekly check-ins we will break the data down using CASES21 to track and monitor success rates.Track and monitor the following for 2023:Social Engagement Domain- Student voice and agency - Positive endorsement - from 69% (2021) to 80% (2023)Effective teacher practice Domain- Differentiated learning challenge - from 85% (2021) to 90% (2023)Teacher-Student Relations Domain- Teacher concern - Positive endorsement - from 79% (2021) to 85%Track and monitor the following for 2023:School Climate Module- Trust in students and parents - Positive endorsement - from 37% (2022) to 50%</p>
Improve student learning outcomes in Literacy and Numeracy	No	<p>NAPLAN Benchmark growth  By 2024 the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> <li>• Reading from 68 per cent in 2019 to 75 per cent</li> <li>• Writing from 68 per cent in 2019 to 75 per cent</li> </ul>	
		<p>NAPLAN Top Two Bands  By 2024, the percentage of:</p> <ul style="list-style-type: none"> <li>• Year 3 students in the top two bands to increase in: <ul style="list-style-type: none"> <li>○ Writing from 33 per cent in 2019 to 40 per cent</li> <li>○ Numeracy from 11 per cent in 2019 to 25 per cent</li> </ul> </li> <li>• Year 5 students in the top two bands to increase in: <ul style="list-style-type: none"> <li>○ Reading from 17 per cent in 2019 to 25 per cent</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Writing from 4 per cent in 2019 to 20 per cent</li> <li>○ Numeracy from 9 per cent in 2019 to 20 per cent</li> </ul>	
		<p>Teacher Judgement</p> <p>By 2024, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 to increase in:</p> <p>English:</p> <ul style="list-style-type: none"> <li>• Reading from 71 per cent in 2020 to 80 per cent</li> <li>• Writing from 46 per cent in 2020 to 70 per cent</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 64 per cent in 2020 to 75 per cent</li> </ul>	
Improve student voice and agency in their learning	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> <li>○ Motivation and interest from 69 per cent in in 2020 to 80 per cent.</li> <li>○ Sense of confidence from 56 per cent in 2020 to 75 per cent.</li> <li>○ Self-regulation and goal setting from 76 per cent in 2020 to 85 per cent.</li> </ul> </li> <li>• In the Social Engagement domain <ul style="list-style-type: none"> <li>○ Student Voice and Agency from 50 per cent in 2020 to 75 per cent</li> </ul> </li> </ul>	
		<p>By 2024 the percentage of students (P-6) with 20 or more days absent will decrease from 33 per cent in 2020 to 20 per cent.</p>	
		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Learning (Teaching and Learning - Implementation) from 67 per cent in 2020 to 80 per cent</li> </ul>	

To improve student wellbeing through connectedness to school.	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• In the Social Engagement domain <ul style="list-style-type: none"> <li>○ Sense of connectedness from 75 per cent in 2020 to 85 per cent</li> </ul> </li> <li>• In Teacher-student relations domain <ul style="list-style-type: none"> <li>○ Teacher concern from 71 per cent in 2020 to 80 per cent</li> </ul> </li> </ul>	
		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> <li>• School Climate module <ul style="list-style-type: none"> <li>○ Trust in staff and parents from 62 per cent in 2020 to 80 per cent.</li> </ul> </li> </ul>	

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b></p>
<b>12 Month Target 1.1</b>	<ol style="list-style-type: none"> <li>1. Number &amp; Algebra - Teacher J - Prep to 6 - At or Above expected level - 70% by the end of 2023.(Teacher J for Number &amp; Algebra Prep to 6 for 2022 is 59.8% At or Above expected level).</li> <li>2. NAPLAN Numeracy - Decrease the below benchmark growth for Year 5 students from 36% to 20%.</li> <li>3. NAPLAN Numeracy - Year 3 - Decrease bottom 2 bands from 22% to 10%.</li> <li>4. NAPLAN Numeracy - Year 5 - Bottom 2 Bands - Maximum of 10% of students (currently there will be 15 year 5 students for 2023).</li> </ol> <p>KIS 1.a Targets  SSS Target - Teaching and Learning - Planning Module</p>

	<ul style="list-style-type: none"> <li>- Plan differentiated learning activities - to go from 100% (2022) to 80% (2023)</li> <li>- Use of data for curriculum planning - to go from 80% (2022) to 90% (2023)</li> </ul> <p>KIS 1.b Targets  Student attendance in the 3/4 cohort will be a focus for 2023 due to a significant increase of student absence in 2022 (19 students in total) that have been absent for more than 20+ days, 13 students out of 21 (62%). This data was identified at the end of November through CASES21 data. We will use this cohort and focus specific strategies to increase student attendance in this area.</p> <p>Student Absence Target (3/4 Cohort) - Panorama  2023 - Year 3 Cohort  10 - 30+ days absent from 71% of students (2022) to 50%</p> <p>2023 - Year 4 Cohort  10 - 30+ days absent from 58% of students (2022) to 40%</p> <p>***NOTE: these are broad ranged targets due to the small number of students in each Band as well as the transient student population.  ***NOTE: during our 5 weekly check-ins we will break the data down using CASES21 to track and monitor success rates.</p> <p>Track and monitor the following for 2023:  Social Engagement Domain  - Student voice and agency - Positive endorsement - from 69% (2021) to 80% (2023)  Effective teacher practice Domain  - Differentiated learning challenge - from 85% (2021) to 90% (2023)</p> <p>Teacher-Student Relations Domain  - Teacher concern - Positive endorsement - from 79% (2021) to 85%</p> <p>Track and monitor the following for 2023:  School Climate Module  - Trust in students and parents - Positive endorsement - from 37% (2022) to 50%</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p><b>KIS 1.a Targets</b>  SSS Target - Teaching and Learning - Planning Module  - Plan differentiated learning activities - to go from 100% (2022) to 80% (2023)  - Use of data for curriculum planning - to go from 80% (2022) to 90% (2023)</p> <p><b>KIS 1.b Targets</b>  Student attendance in the 3/4 cohort will be a focus for 2023 due to a significant increase of student absence in 2022 (19 students in total) that have been absent for more than 20+ days, 13 students out of 21 (62%). This data was identified at the end of November through CASES21 data. We will use this cohort and focus specific strategies to increase student attendance in this area.</p> <p>Student Absence Target (3/4 Cohort) - Panorama  2023 - Year 3 Cohort  10 - 30+ days absent from 71% of students (2022) to 50%</p> <p>2023 - Year 4 Cohort  10 - 30+ days absent from 58% of students (2022) to 40%</p> <p>***NOTE: these are broad ranged targets due to the small number of students in each Band as well as the transient student population.  ***NOTE: during our 5 weekly check-ins we will break the data down using CASES21 to track and monitor success rates.</p> <p>Track and monitor the following for 2023:  Social Engagement Domain  - Student voice and agency - Positive endorsement - from 69% (2021) to 80% (2023)</p> <p>Teacher-Student Relations Domain  - Teacher concern - Positive endorsement - from 79% (2021) to 85%</p> <p>Track and monitor the following for 2023:</p>	

School Climate Module

- Trust in students and parents - Positive endorsement - from 37% (2022) to 50%

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<ol style="list-style-type: none"> <li>1. Number &amp; Algebra - Teacher J - Prep to 6 - At or Above expected level - 70% by the end of 2023.(Teacher J for Number &amp; Algebra Prep to 6 for 2022 is 59.8% At or Above expected level).</li> <li>2. NAPLAN Numeracy - Decrease the below benchmark growth for Year 5 students from 36% to 20%.</li> <li>3. NAPLAN Numeracy - Year 3 - Decrease bottom 2 bands from 22% to 10%.</li> <li>4. NAPLAN Numeracy - Year 5 - Bottom 2 Bands - Maximum of 10% of students (currently there will be 15 year 5 students for 2023).</li> </ol> <p>KIS 1.a Targets SSS Target - Teaching and Learning - Planning Module</p> <ul style="list-style-type: none"> <li>- Plan differentiated learning activities - to go from 100% (2022) to 80% (2023)</li> <li>- Use of data for curriculum planning - to go from 80% (2022) to 90% (2023)</li> </ul> <p>KIS 1.b Targets Student attendance in the 3/4 cohort will be a focus for 2023 due to a significant increase of student absence in 2022 (19 students in total) that have been absent for more than 20+ days, 13 students out of 21 (62%). This data was identified at the end of November through CASES21 data. We will use this cohort and focus specific strategies to increase student attendance in this area.</p> <p>Student Absence Target (3/4 Cohort) - Panorama 2023 - Year 3 Cohort 10 - 30+ days absent from 71% of students (2022) to 50%</p> <p>2023 - Year 4 Cohort 10 - 30+ days absent from 58% of students (2022) to 40%</p> <p>***NOTE: these are broad ranged targets due to the small number of students in each Band as well as the transient student population. ***NOTE: during our 5 weekly check-ins we will break the data down using CASES21 to track and monitor success rates.</p>



	<p>Track and monitor the following for 2023:</p> <p>Social Engagement Domain</p> <ul style="list-style-type: none"> <li>- Student voice and agency - Positive endorsement - from 69% (2021) to 80% (2023)</li> </ul> <p>Effective teacher practice Domain</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge - from 85% (2021) to 90% (2023)</li> </ul> <p>Teacher-Student Relations Domain</p> <ul style="list-style-type: none"> <li>- Teacher concern - Positive endorsement - from 79% (2021) to 85%</li> </ul> <p>Track and monitor the following for 2023:</p> <p>School Climate Module</p> <ul style="list-style-type: none"> <li>- Trust in students and parents - Positive endorsement - from 37% (2022) to 50%</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	To build teacher capacity to differentiate teaching based on formative and summative assessments.
<b>Outcomes</b>	<p>Students will articulate their learning goals and the next steps to achieve their goals.</p> <p>Students will complete pre and post tests using Victorian Curriculum, Essential Assessment and PAT Maths to establish their learning goals.</p> <p>Students will share their progress against their goals with their peers and teachers.</p> <p>Students progress will be monitored for TLI using PAT Maths, Essential Assessment or Common Assessment Tasks.</p> <p>Teachers will provide students with differentiated learning tasks based on their point of need.</p> <p>Teachers will identify goals for groups of students to focus on for Teaching Sprints.</p> <p>Teachers will share feedback at PLCs from Teaching Sprints and articulate the changes in their practice.</p> <p>Leaders will present whole school data sets using PAT Maths, Essential and NAPLAN at PLCs to establish individual goals for students.</p> <p>Leaders will ensure PLC time is prioritised for staff to collaborate and move through PLC cycle.</p> <p>Leaders will focus professional learning on data analysis, proficiencies and setting goals.</p> <p>Leaders will conduct daily observations (Learning Walks) and provide feedback to teachers in PLC/PLT meetings.</p>
<b>Success Indicators</b>	<p>*Student focus groups tracked on a shared Data Wall (formative assessment) monitoring and tracking student growth for each Teaching Sprint.</p> <p>*Differentiated tasks at student/s point of need reflected in teacher planning documents (Planbook).</p> <p>*Meeting minutes to reflect staff contributions and active participation in PLC cycles of inquiry, shared data wall discussions and evidence of improved student outcomes.</p>

\*Students providing staff with feedback on their teaching practices and learning tasks. Staff will reflect this in their planning documents.  
 \* Leaders will visit classrooms during Maths lessons to ask students what their number goals are and the next steps in their learning.  
 \* From Leadership feedback (Learning Walks) teachers will reflect on their practice during PLC/PLT meetings, observations minuted and areas for improvement actioned.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff professional learning for online NAPLAN	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
To set and monitor individual goals for Victorian Curriculum - Number and Algebra for all students and build their knowledge of Victorian Curriculum.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <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
Staff professional learning to analyse formative and summative data PAT Maths, Essential Assessment and Learning Through Doing.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2023 Conference Dynamic Differentiation	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff professional learning on Learning Through Doing on Curriculum Day/Professional Practice Day (Monday 24th April 2023)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$500.00

			to: Term 3	<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
Develop data wall for Number and Algebra using Teaching Sprints(5 weekly monitoring) to track and monitor student growth.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Visits to schools to observe best practice linking assessment to teaching and learning including, differentiation.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
To complete Getting Ready in Numeracy(GRIN) professional learning with Monash University to support the Tutor Learning Initiative.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will continue to develop their knowledge on differentiation of Number and Algebra learning tasks in line with formative assessment data and share these strategies and practices in PLC meetings(5 weekly cycles).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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>Leadership Team (including Principal) will complete daily observations (Learning Walks) of teaching and learning practices within the classrooms across the school and provide feedback through PLC/PLT meetings with teachers. During Term 1 AIP monitoring, the leadership team will assess this activity and plan the observation process for Term 2.</p>	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</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>Classroom teachers will run a survey/focus group discussion at the end of each term to track progress against the Attitudes to School identified factors.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1.00</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><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Build teacher capability to support the learning of students through improved wellbeing approaches.</p> <p>Establish a Student Wellbeing and Mental Health team including: Principal, Assistant Principal, Wellbeing coordinator, School</p>			

	Chaplain and external agency such as Anglicare.			
<b>Outcomes</b>	<p>School wide practices systematically implemented such as 'Circle Time', 'Mindfulness Tools', 'Movement Breaks' and use of the 'Ready to Learn scale'.</p> <p>Wellbeing Team to develop a short list of questions to ask students throughout the 2023 school year related to teacher/student relations and student voice and agency.</p> <p>Wellbeing Team meetings to focus on the 3/4 cohort student attendance with targeted strategies discussed and minuted in fortnightly meetings (Wellbeing Team/Staff Meeting/ES Meeting).</p> <p>Wellbeing Team will develop an 'Action Plan' for student absence for the 3/4 cohort.</p> <p>Parents and students will have access to Anglicare and/or School Chaplain support with the aim of engaging students/parents with the school to reduce barriers for student attendance.</p>			
<b>Success Indicators</b>	<p>Teacher planners, reduction in students being late, improvement in Sentral/CASES 21 student absence data.</p> <p>Student response data will be shared and minuted within the Wellbeing Team, Staff Meetings and ES Meetings.</p> <p>Increase in school attendance in the 3/4 student cohort.</p> <p>Attendance plans developed with students, teachers and parents to address absences not related to illness.</p> <p>Student attendance data, tracked through Sentral, will show a decrease in student absence in the 3/4 cohort.</p> <p>2023 Attitudes to School Survey Domain: Learner Characteristics and Disposition - Factor: Sense of Confidence - Not Positive Endorsement to decrease from 27% (2022) to 15% (2023).</p> <p>2023 Staff Survey Module: Teaching and Learning Implementation - Factor: Promote student ownership of learning goals from 40% positive endorsement (2022) to 60% in 2023.</p> <p>2023 Staff Survey Module: Teaching and Learning Practice Improvement - Factor: Professional Learning through peer observation from 60% not positive endorsement (2022) to 40% in 2023.</p> <p>2023 Staff Survey Module: School Leadership - Factor: Instructional Leadership from 45% positive endorsement (2022) to 60% in 2023.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Employment of a dedicated Student Wellbeing Coordinator to track and monitor PSD/DIP, Wellbeing team, ES staff, Tier 2 programs, Tier 1 interventions and attendance/positive behaviour strategies/programs.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used

				<input checked="" 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
Chaplaincy Program for 2023? To work with the Wellbeing Team and students to promote and monitor student attendance - with a particular focus on the 3/4 area.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School Inclusive Practices - Establish a Wellbeing team (Principal, Student Wellbeing coordinator, School Chaplain, Anglicare) - Attendance focus for the 3/4 cohort	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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>Student Wellbeing Coordinator will lead BPS Wellbeing and Mental Health team to implement initiatives across the school.</p> <p>Start of 2023 meet with Anglicare to support BPS, staff, students and families.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$30,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" 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>The wellbeing team will develop as part of their action plan, regular morning/afternoon teas for families to attend and build on school - home connections/partnerships.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" 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>Implementation of The Berry Street Model - Trauma Informed practice. PD of training modules for Term 2, 3 and 4 2023.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	<p>\$12,000.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" 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
3/4 classroom teacher to; - Implement Berry Street classroom strategies; - Ensure accurate attendance data is recorded on Sentral; - Follow up with student absences as required, including attendance plans and phone calls/emails to families; - Providing relevant feedback to the Wellbeing team;	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of Sentral to track and monitor student attendance and engagement/wellbeing incidents.	<input checked="" type="checkbox"/> Administration Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All classroom teachers will develop a student survey (similar to ATSS on Google Forms) on attendance, teacher-student relationships and student voice. This will be implemented, monitored and tracked each term.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Classroom teachers will run a survey/focus group discussion at the end of each term to track progress against the Attitudes to School identified factors.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$88,931.14	\$88,931.14	\$0.00
Disability Inclusion Tier 2 Funding	\$83,999.60	\$89,000.00	-\$5,000.40
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$172,930.74</b>	<b>\$177,931.14</b>	<b>-\$5,000.40</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Staff professional learning to analyse formative and summative data PAT Maths, Essential Assessment and Learning Through Doing.	\$5,000.00
2023 Conference Dynamic Differentiation	\$1,500.00
Staff professional learning on Learning Through Doing on Curriculum Day/Professional Practice Day (Monday 24th April 2023)	\$500.00
Develop data wall for Number and Algebra using Teaching Sprints(5 weekly monitoring) to track and monitor student growth.	\$2,500.00
Visits to schools to observe best practice linking assessment to teaching and learning including, differentiation.	\$5,000.00
Employment of a dedicated Student Wellbeing Coordinator to track and monitor PSD/DIP, Wellbeing team, ES staff,	\$30,000.00

Tier 2 programs, Tier 1 interventions and attendance/positive behaviour strategies/programs.	
Chaplaincy Program for 2023? To work with the Wellbeing Team and students to promote and monitor student attendance - with a particular focus on the 3/4 area.	\$5,000.00
Whole School Inclusive Practices - Establish a Wellbeing team (Principal, Student Wellbeing coordinator, School Chaplain, Anglicare) - Attendance focus for the 3/4 cohort	\$5,000.00
Student Wellbeing Coordinator will lead BPS Wellbeing and Mental Health team to implement initiatives across the school.  Start of 2023 meet with Anglicare to support BPS, staff, students and families.	\$30,000.00
The wellbeing team will develop as part of their action plan, regular morning/afternoon teas for families to attend and build on school - home connections/partnerships.	\$5,000.00
Implementation of The Berry Street Model - Trauma Informed practice. PD of training modules for Term 2, 3 and 4 2023.	\$12,000.00
3/4 classroom teacher to; - Implement Berry Street classroom strategies; - Ensure accurate attendance data is recorded on Sentral; - Follow up with student absences as required, including attendance plans and phone calls/emails to families; - Providing relevant feedback to the Wellbeing team;	\$5,000.00
<b>Totals</b>	<b>\$106,500.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Staff professional learning to analyse formative and summative data PAT Maths, Essential Assessment and Learning Through Doing.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Essential Assessment costs Learning Through Doing PD
2023 Conference Dynamic Differentiation	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Staff professional learning on Learning Through Doing on Curriculum Day/Professional Practice Day (Monday 24th April 2023)	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop data wall for Number and Algebra using Teaching Sprints(5 weekly monitoring) to track and monitor student growth.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Visits to schools to observe best practice linking assessment to teaching and learning including, differentiation.	from: Term 2 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Chaplaincy Program for 2023? To work with the Wellbeing Team and students to promote and monitor student attendance - with a particular focus on the 3/4 area.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Chaplaincy Program
3/4 classroom teacher to; - Implement Berry Street classroom strategies; - Ensure accurate attendance data is recorded on Sentral; - Follow up with student absences	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

as required, including attendance plans and phone calls/emails to families; - Providing relevant feedback to the Wellbeing team;			
<b>Totals</b>		\$50,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a dedicated Student Wellbeing Coordinator to track and monitor PSD/DIP, Wellbeing team, ES staff, Tier 2 programs, Tier 1 interventions and attendance/positive behaviour strategies/programs.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Whole School Inclusive Practices - Establish a Wellbeing team (Principal, Student Wellbeing coordinator, School Chaplain, Anglicare) - Attendance focus for the 3/4 cohort	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Student Wellbeing Coordinator will lead BPS Wellbeing and Mental Health team to implement initiatives across the school.  Start of 2023 meet with Anglicare to support BPS, staff, students and families.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  •

The wellbeing team will develop as part of their action plan, regular morning/afternoon teas for families to attend and build on school - home connections/partnerships.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Implementation of The Berry Street Model - Trauma Informed practice. PD of training modules for Term 2, 3 and 4 2023.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  • Whole school
<b>Totals</b>		\$89,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Reading for Life Equine Therapy Hands on Learning Play Based Therapy Sensory Room Anglicare	\$38,931.14
<b>Totals</b>	\$38,931.14



### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Reading for Life Equine Therapy Hands on Learning Play Based Therapy Sensory Room Anglicare	from: Term 1 to: Term 2	\$38,931.14	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$38,931.14	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Reading for Life Equine Therapy Hands on Learning Play Based Therapy Sensory Room Anglicare	from: Term 1 to: Term 2		
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Reading for Life Equine Therapy Hands on Learning Play Based Therapy Sensory Room Anglicare	from: Term 1 to: Term 2		

<b>Totals</b>		\$0.00	
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## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff professional learning for online NAPLAN	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> Off-site Network venue
To set and monitor individual goals for Victorian Curriculum - Number and Algebra for all students and build their knowledge of Victorian Curriculum.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Learning Through Doing - Guy Constable	<input checked="" type="checkbox"/> On-site
Staff professional learning to analyse formative and summative data PAT Maths, Essential Assessment and Learning Through Doing.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Learning Through Doing - Guy Constable Essential Assessment	<input checked="" type="checkbox"/> On-site
Staff professional learning on Learning Through Doing on Curriculum Day/Professional Practice Day (Monday 24th April 2023)	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Learning Through Doing - Guy Constable	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Develop data wall for Number and Algebra using Teaching Sprints(5 weekly monitoring) to track and monitor student growth.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership Team (including Principal) will complete daily observations (Learning Walks) of teaching and learning practices within the classrooms across the school and provide feedback through PLC/PLT meetings with teachers. During Term 1 AIP monitoring, the leadership team will assess this activity and plan the observation process for Term 2.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Student Wellbeing Coordinator will lead BPS Wellbeing and Mental Health team to implement initiatives across the school.  Start of 2023 meet with Anglicare to support BPS, staff, students and families.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street Trainers	<input checked="" type="checkbox"/> On-site
Implementation of The Berry Street Model - Trauma	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Informed practice. PD of training modules for Term 2, 3 and 4 2023.		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
3/4 classroom teacher to; - Implement Berry Street classroom strategies; - Ensure accurate attendance data is recorded on Sentral; - Follow up with student absences as required, including attendance plans and phone calls/emails to families; - Providing relevant feedback to the Wellbeing team;	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Purchase of Sentral to track and monitor student attendance and engagement/wellbeing incidents.	<input checked="" type="checkbox"/> Administration Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site