

# 2023 Annual Implementation Plan

## for improving student outcomes

Eppalock Primary School (1788)



**EPPALOCK**  
**PRIMARY SCHOOL**

Submitted for review by Jason O'Neill (School Principal) on 30 January, 2023 at 04:46 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 30 January, 2023 at 04:49 PM  
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.	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>Taken from the 2022-2026 School Strategic plan</p> <p>Goal 1. To improve learning growth and achievement for all students in Literacy and Numeracy.</p> <p>An analysis of the school's NAPLAN top two bands data and relative growth data identified a high proportion of Year 5 students demonstrating a decrease in literacy and numeracy. Improving learning outcomes in literacy and numeracy for all students was therefore identified as an area requiring continued focus for the next School Strategic Plan.</p>
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	<p>Goal 2. Empower students to be engaged and self-regulated learners.</p> <p>The school had not met any of the three targets in Goal 2, relating to resilient students in the 2018-2022 strategic plan. Goal 3 relating to student voice and agency was partially met. Panorama data indicated that boys' positive endorsement across a number of AtoSS factors required further investigation. Evidence gathered during the review indicated that although some work had been done to develop students' choice in learning, the development of their authentic agency as learners was an area for improvement.</p>
<p><b>Considerations for 2023</b></p>	<p>After considering the panel findings the school, with support from their SEIL, has identified the following areas as actions and activities for 2023.</p> <p>To improve learning growth and achievement for all students in Literacy and Numeracy.</p> <p>Key improvement strategies taken from the 2022 School review &amp; 2022-2026 strategic plan</p> <ol style="list-style-type: none"> <li>1. Build data literacy skills to inform collaborative planning for point of need teaching and learning.</li> <li>2. Enhance teacher practice through the strengthening of PLC, moderation and feedback processes.</li> </ol> <p>Actions for 2023</p> <ul style="list-style-type: none"> <li>• Implement a small group tutoring support program within classrooms for identified students in literacy and numeracy.</li> <li>• Review and embed existing school instructional models, PLC processes, curriculum planning documents and use of student assessment data for point of need planning, with a focus on numeracy.</li> <li>• Develop and implement a small schools CoP plan for the teaching of writing based upon the 6+1 writing traits.</li> </ul> <p>Empower students to be engaged and self-regulated learners.</p> <p>Key improvement strategies taken from the 2022 School review &amp; 2022-2026 strategic plan</p> <ol style="list-style-type: none"> <li>1. Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership.</li> <li>2. Build the capabilities of students to co-design and monitor their goals.</li> </ol> <p>Actions for 2023</p> <ul style="list-style-type: none"> <li>• Revisit and embed SW-PBS framework, processes and practices across the school.</li> <li>• Determine the wellbeing needs of students utilising school data and the mental health planning tool and implement</li> </ul>

	a tiered response.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>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>	To improve learning growth and achievement for all students in Literacy and Numeracy.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of Year 3 students in the top two bands of NAPLAN averaged over the final three years of the school strategic plan:</p> <ul style="list-style-type: none"> <li>• Reading from 67 per cent (2019-2022 average) to 68 per cent</li> <li>• Writing from 61 per cent (2019-2022 average) to 65 per cent</li> <li>• Numeracy from 61 per cent (2019-2022 average) to 65 per cent.</li> </ul>
<b>Target 2.2</b>	<p>By 2026, increase the percentage of Year 5 students in the top two bands of NAPLAN averaged over the final three years of the school strategic plan:</p> <ul style="list-style-type: none"> <li>• Reading from 35 per cent (2019-2022 average) to 43 per cent</li> <li>• Writing from 31 per cent (2019-2022 average) to 35 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Numeracy from 31 per cent (2019-2022 average) to 35 per cent.</li> </ul>
<b>Target 2.3</b>	<p>By 2026 decrease the percentage of students below expected growth for Teacher Judgement:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 13 per cent in 2020/2021 to 10 per cent</li> <li>• Writing from 26 per cent in 2020/2021 to 15 per cent</li> <li>• Number and Algebra from 20 per cent in 2020/2021 to 15 per cent.</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 50 per cent in 2021 to 75 per cent.</li> <li>• Professional learning to improve practice from 50 per cent in 2021 to 75 per cent.</li> <li>• Professional learning through peer observation from 0 per cent in 2021 to 70 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build data literacy skills to inform collaborative planning for point of need teaching and learning.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum	Enhance teacher practice through the strengthening of PLC, moderation and feedback processes.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 3</b>	Empower students to be engaged and self-regulated learners.
<b>Target 3.1</b>	<p>By 2026, increase the proportion of overall Years 4 to 6 boys and girls positive response scores on the AtoSS, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Self regulation and goal setting from 81 per cent in 2022 to 85 per cent</li> <li>• Student voice and agency from 79 per cent in 2022 to 82 per cent</li> <li>• Perseverance from 72 per cent in 2022 to 75 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2026, increase the proportion of Years 4 to 6 boys positive response scores on the AtoSS, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning (boys) from 79 per cent in 2022 to 82 per cent.</li> <li>• Effort (boys) from 69 per cent in 2022 to 75 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50 per cent in 2021 to 75 per cent.</li> <li>• Focus learning on real life problems from 50 per cent in 2021 to 75 per cent.</li> </ul>



<b>Target 3.4</b>	<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 81 per cent in 2021 to 83 per cent</li> <li>• Teacher communication from 83 per cent in 2021 to 85 per cent.</li> </ul>
<b>Target 3.5</b>	<p>By 2026, decrease the percentage of students who are absent for:</p> <ul style="list-style-type: none"> <li>• 20 or more days of absence at 17 per cent in 2021 to 15 per cent or less.</li> </ul>
<b>Key Improvement Strategy 3.a</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	Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership.
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capabilities of students to co-design and monitor their goals.

## 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></p> <p>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>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>- In 2023 decrease the percentage of students below expected growth for Teacher Judgement:           <ul style="list-style-type: none"> <li>Reading and Viewing from 13 per cent in 2020/2021 to 12 per cent</li> <li>Writing from 26 per cent in 2020/2021 to 24 per cent</li> <li>Number and Algebra from 20 per cent in 2020/2021 to 19 per cent</li> </ul> </li> <li>- In 2023, increase the percentage of Year 3 students in the top two bands of NAPLAN:           <ul style="list-style-type: none"> <li>Reading from 67 per cent (2019-2022 average) to 68 per cent</li> <li>Writing from 61 per cent (2019-2022 average) to 62 per cent</li> <li>Numeracy from 61 per cent (2019-2022 average) to 62 per cent.</li> </ul> </li> </ul>

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			20 or more days of absence at 49 per cent in 2022 to 36 per cent or less.
To improve learning growth and achievement for all students in Literacy and Numeracy.	No	<p>By 2026, increase the percentage of Year 3 students in the top two bands of NAPLAN averaged over the final three years of the school strategic plan:</p> <ul style="list-style-type: none"> <li>• Reading from 67 per cent (2019-2022 average) to 68 per cent</li> <li>• Writing from 61 per cent (2019-2022 average) to 65 per cent</li> <li>• Numeracy from 61 per cent (2019-2022 average) to 65 per cent.</li> </ul>	
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Empower students to be engaged and self-regulated learners.	No	<p>By 2026, increase the proportion of overall Years 4 to 6 boys and girls positive response scores on the AtoSS, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> <li>• Self regulation and goal setting from 81 per cent in 2022 to 85 per cent</li> </ul>	

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<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>12 Month Target 1.1</b>	<p>LEARNING</p> <ul style="list-style-type: none"> <li>- In 2023 decrease the percentage of students below expected growth for Teacher Judgement:             <ul style="list-style-type: none"> <li>Reading and Viewing from 13 per cent in 2020/2021 to 12 per cent</li> <li>Writing from 26 per cent in 2020/2021 to 24 per cent</li> <li>Number and Algebra from 20 per cent in 2020/2021 to 19 per cent</li> </ul> </li> <li>- In 2023, increase the percentage of Year 3 students in the top two bands of NAPLAN:             <ul style="list-style-type: none"> <li>Reading from 67 per cent (2019-2022 average) to 68 per cent</li> </ul> </li> </ul>

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<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>



<b>KIS 2</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.	

# 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>	<p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>- In 2023 decrease the percentage of students below expected growth for Teacher Judgement:                     <ul style="list-style-type: none"> <li>Reading and Viewing from 13 per cent in 2020/2021 to 12 per cent</li> <li>Writing from 26 per cent in 2020/2021 to 24 per cent</li> <li>Number and Algebra from 20 per cent in 2020/2021 to 19 per cent</li> </ul> </li> <li>- In 2023, increase the percentage of Year 3 students in the top two bands of NAPLAN:                     <ul style="list-style-type: none"> <li>Reading from 67 per cent (2019-2022 average) to 68 per cent</li> <li>Writing from 61 per cent (2019-2022 average) to 62 per cent</li> <li>Numeracy from 61 per cent (2019-2022 average) to 62 per cent.</li> </ul> </li> <li>- In 2023, increase the percentage of Year 5 students in the top two bands of NAPLAN:                     <ul style="list-style-type: none"> <li>Reading from 35 per cent (2019-2022 average) to 36 per cent</li> <li>Writing from 31 per cent (2019-2022 average) to 32 per cent</li> <li>Numeracy from 31 per cent (2019-2022 average) to 32 per cent</li> </ul> </li> <li>- In 2023, increase the proportion of positive response scores on the School Staff Survey for the factors of:                     <ul style="list-style-type: none"> <li>Understand how to analyse data from 50 per cent in 2021 to 55 per cent.</li> <li>Professional learning to improve practice from 50 per cent in 2021 to 55 per cent</li> </ul> </li> </ul>

	<p><b>WELLBEING</b></p> <p>- In 2023, increase the proportion of overall Years 4 to 6 boys and girls positive response scores on the AtoSS for the factors of:</p> <p>Self-regulation and goal setting from 81 per cent in 2022 to 82 per cent</p> <p>Perseverance from 72 per cent in 2022 to 73 per cent</p> <p>- In 2023, decrease the percentage of students who are absent for:</p> <p>20 or more days of absence at 49 per cent in 2022 to 36 per cent or less.</p>
<b>KIS 1</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>	<p>Action 1 Implement a small group Tutoring Support Program within classrooms for identified students in literacy and numeracy.</p> <p>Action 2 Review and embed existing school instructional models, PLC processes, curriculum planning documents and use of student assessment data for point of need planning, with a focus on Numeracy.</p> <p>Action 3 Develop and implement a small schools CoP plan for the teaching of writing based upon the 6 +1 traits</p>
<b>Outcomes</b>	<p>Outcomes for Action 1 - Implement a small group Tutoring Support Program within classrooms for identified students in literacy and numeracy.</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• work at point of need more consistently and confidently in the classroom</li> <li>• be more engaged and motivated in the classroom</li> <li>• increase their learning confidence across literacy and numeracy</li> <li>• have more ownership of their areas of need and ability to set learning goals.</li> <li>• be able to articulate their learning needs and goals to others</li> </ul>

Teachers will;

- use data effectively to identify students who require additional support through the TLI program
- have professional discussion around data and student support
- build confidence in peer observation and collaboration
- work more closely with each other due to the in classroom model of TLI

Leaders will;

- work with staff to plan and document an effective in classroom tutoring program
- enable opportunities for staff to collaborate with other schools and experts with a focus on TLI programs and models
- participate in data discussions and TLI student progress and build the capacity of staff to lead in this area.
- ensure accountability of TLI staff with planning and data reflection

Outcomes for Action 2 - Review and embed existing school instructional models, PLC processes, curriculum planning documents and use of student assessment data for point of need planning, with a focus on Numeracy.

Students will;

- work at point of need more consistently in the classroom
- be more engaged and motivated in the classroom
- increase their learning confidence
- have more ownership of their areas of need and ability to set learning goals.
- be able to articulate their learning needs and goals to others
- be provided with regular opportunities to learn through real life and hands on learning in numeracy

Teachers will;

- have an understanding of, and consistently use, the Eppalock PS instructional models
- have an understanding of, and participate in, the Eppalock PS PLC process
- be able to show evidence of consistent use of Eppalock PS curriculum planning documents
- use data effectively to ensure point of need learning and differentiation in the classroom
- have professional discussion around data, student support and extension
- build confidence in peer observation and collaboration

Leaders will;

- work with staff to ensure understanding and implementation of instructional models used at Eppalock PS
- attend PLC meetings to support and guide PLC processes and implementation
- enable opportunities for staff to collaborate and learn from other staff through the small school Community of practice

	<ul style="list-style-type: none"> <li>• participate in PLC data discussions and build the capacity of staff to lead in this area.</li> <li>• ensure induction of new staff with planning, implementation of models and PLC processes</li> <li>• provide regular scheduled meeting time for PLC and staff induction</li> </ul> <p>Outcomes for Action 3 - Develop and implement a small schools CoP plan for the teaching of writing based upon the 6 +1 traits</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• be more engaged, motivated and confident with writing</li> <li>• have an understanding of, and be able to articulate, the 6 + 1 writing traits.</li> <li>• use the common language of the traits</li> <li>• Use a consistent approach to writing across classrooms</li> </ul> <p>Teachers will;</p> <ul style="list-style-type: none"> <li>• have an understanding of the 6+1 writing traits</li> <li>• Develop a writing instructional model based on the 6+1 writing traits.</li> <li>• develop a consistent approach to teaching writing</li> <li>• use writing moderation to develop an understanding of student point of need and teacher reflection</li> <li>• collaborate with the small school community of practice to implement the 6+1 writing traits.</li> </ul> <p>Leaders will;</p> <ul style="list-style-type: none"> <li>• work with staff to ensure understanding and implementation of the 6+1 writing traits</li> <li>• enable opportunities for staff to collaborate and learn from other staff through the small school Community of practice</li> <li>• provide opportunities for staff to work with the EIL to build capacity in teaching writing</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success indicators;</p> <p>New staff have been inducted smoothly into the school and have a consistent approach to teaching and learning.</p> <p>Teacher judgement from semester 2 2023 shows 100% at or above benchmark growth.</p> <p>Fountas and Pinnell data shows 12 months growth.</p> <p>PAT Reading and PAT Maths show growth for all students.</p> <p>Individual learning plans are used effectively and show relevant detail for individual learning needs.</p>

	<p>A planned and documented approach to tutoring is evident.</p> <p>There is documented evidence of student growth from all students in the TLI program</p> <p>Data board is being used regularly as a tool for discussion and collaboration</p> <p>School data spreadsheet is being completed by staff and used at least once a term as a document of reference.</p> <p>Improvement in student confidence in attitudes to school data.</p> <p>A documented approach to learning walks at least once a term.</p> <p>An agreed, evidence based instructional model for writing is developed in 2023</p>				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	
<p>Action 1</p> <p>Implement a small group Tutoring Support Program within classrooms for identified students in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• Engage TLI tutor and support staff</li> <li>• Meet with tutor at beginning of the year to discuss role and implementation of classroom tutoring</li> <li>• Ensure staff have identified students based on end Of 2022 results</li> <li>• Source relevant PD for to train education support staff in speech and intervention</li> <li>• Create TLI timetable</li> <li>• Send home TLI parent notes to ensure communication</li> <li>• Communicate student goals with families</li> <li>• Reflect upon student progress and involvement each term.</li> </ul>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,671.80</p> <p><input checked="" 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>Action 2</p> <p>Review and embed existing school instructional models, PLC processes, curriculum planning documents and use of student assessment data for point of need planning, with a focus on Numeracy.</p> <ul style="list-style-type: none"> <li>• Review instructional models with all staff to ensure understanding</li> <li>• Provide opportunities for staff to observe and model sessions</li> <li>• Engage EIL to model for and support new staff</li> <li>• Meet with staff to reflect on progress</li> <li>• Meet with PLC leader to review PLC processes and documents</li> <li>• Provide time for PLC leader to plan, implement and support new staff</li> <li>• Seek support from Regional PLC leader if required</li> <li>• Engage PLC link school for modelling and support</li> <li>• Work closely with other schools on implementation of PLC</li> <li>• Schedule weekly PLC meetings</li> <li>• Leaders to attend PLC meetings</li> <li>• End each term with celebration/reflection meeting.</li> <li>• Review curriculum documents with all staff to ensure understanding</li> <li>• Provide opportunities for staff to observe and model planning</li> <li>• Engage EIL to work with staff on planning and curriculum knowledge</li> <li>• Meet with staff to reflect on progress</li> <li>• Review use of assessment data and assessment schedule with all staff to ensure understanding</li> <li>• Provide opportunities for staff to collaborate on use of assessment</li> </ul>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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<ul style="list-style-type: none"> <li>Engage EIL to support new staff on use of assessment</li> <li>Meet with staff to reflect on progress</li> </ul>				
<p>Action 3</p> <p>Develop and implement a small schools CoP plan for the teaching of writing based upon the 6 +1 traits</p> <ul style="list-style-type: none"> <li>Participate in Professional learning on the teaching of the 6 + 1 traits</li> <li>Analyse student work samples, assess student writing against the 6 + 1 traits</li> <li>Moderate student writing samples across COP schools using an agreed approach (document).</li> <li>Involvement in .cross school interactions and visits (learning walks) viewing the writing program in relation to the 6+1 traits</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Action 1 Revisit and embed SW-PBS framework, processes and practices across the school.</p> <p>Action 2 Determine the wellbeing needs of students utilising school data and the Mental Health Planning Tool and implement a tiered response.</p>			
<b>Outcomes</b>	<p>Outcomes for Action 1 Revisit and embed SW-PBS framework, processes and practices across the school.</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>be able to list and articulate the school values</li> <li>give positive acknowledgements to others in the school</li> <li>be able to articulate school expectations</li> </ul>			



- know what our term focus is
- be able to demonstrate their classroom expectations
- be able to explain the school wide positive acknowledgement system
- name 3 adults in the school they can speak to if they have any worries.

Teachers will;

- have an understanding of SWPBS at Eppalock PS
- be able to refer to the SWPBS handbook
- participate in monthly SWPBS meetings
- have professional discussion around welfare data and reflective practice
- have contributed to the documentation and process of SWPBS
- Use the 6:1 positive acknowledgement approach
- Be consistent in their language of SWPBS.
- Be able to articulate the process for seeking support for students in their room.

Leaders will;

- Organise and provide an induction process for new staff to develop understanding of SWPBS
- Support and guide staff through the SWPBS handbook
- schedule and lead monthly SWPBS meetings
- engage with the SWPBS coach (Kerry Hammond) to get guidance
- use provided SWPBS action plan to guide next steps.
- Allocate a budget for SWPBS from the mental health funding

Outcomes for Action 2

Determine the wellbeing needs of students utilising school data and the Mental Health Planning Tool and implement a tiered response.

Students will;

- engage in regular and consistent social and emotional learning sessions in the classroom
- build their knowledge of self-regulation strategies and techniques
- name 3 adults in the school they can speak to if they need support
- feel supported by adults and peers in the school through a consistent approach
- feel confident to be able to articulate their thinking and feelings to adults in the school

Teachers will;

- have professional discussion around welfare data and reflective practice
- Be able to identify students who are 'at risk' in their classroom through the student welfare spreadsheet

	<ul style="list-style-type: none"> <li>• Understand what it means for a student to be ‘at risk’</li> <li>• Understand, implement and articulate the determined ‘tiered response’ for seeking support at Eppalock PS</li> <li>• Know who the welfare leader is at Eppalock PS and understand their role</li> <li>• ensure regular and consistent social and emotional teaching and learning programs take place in classrooms through respectful relationships &amp; SWPBS</li> </ul> <p>Leaders will;</p> <ul style="list-style-type: none"> <li>• Appoint a welfare leader and clarify role</li> <li>• schedule and lead regular welfare meetings with the support of the welfare leader</li> <li>• Provide time for staff to complete student welfare spreadsheet</li> <li>• Work with staff and welfare leader to determine process for seeking support for students identified as ‘at risk’</li> <li>• participate in welfare data discussions and build the capacity of the wellbeing coordinator to lead in this area.</li> <li>• provide staff with support with students and families ‘at risk’</li> <li>• revisit the mental health planning tool with staff to build understanding of process and needs</li> <li>• Meet with the school student support services key contact to discuss welfare support needs</li> </ul>
<p><b>Success Indicators</b></p>	<p>Success Indicators for Action 1</p> <p>Success indicators;</p> <ul style="list-style-type: none"> <li>• SWPBS framework evident in the school.</li> <li>• New staff understand what SWPBS is at Eppalock PS and can articulate it.</li> <li>• Staff have a copy of the SWPBS handbook</li> <li>• Eppalock PS meets the 70% fidelity when meeting with our SPWBS coach (currently 67%) and qualifies for the next level of training in 2023</li> <li>• Key stakeholders know the SWPBS values and can articulate them</li> <li>• Key stakeholders have knowledge of SWPBS</li> <li>• There is evidence of monthly SWPBS meetings.</li> <li>• Staff are using 6:1 positive acknowledgements and an appropriate school wide and classroom reward system</li> <li>• Student attitude to school survey data demonstrates a positive school culture</li> </ul> <p>Success indicators for Action 2</p> <p>Success indicators;</p> <ul style="list-style-type: none"> <li>• Improvement in student data of students ‘at risk’ in student welfare mapping spreadsheet – data collected at start middle and end of year.</li> <li>• Individual learning plans are used effectively for welfare purposes as well as student achievement</li> <li>• Welfare leader in place in the school</li> </ul>

	<ul style="list-style-type: none"> <li>Wellbeing School data spreadsheet used as point of reference at least once a term</li> <li>evidence of respectful relationship program used consistently across the school.</li> <li>staff are able to articulate the process for seeking support and feel supported</li> <li>evidence of documented meetings with student support services key contact</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Action 1 Revisit and embed SW-PBS framework, processes and practices across the school.</p> <ul style="list-style-type: none"> <li>Organise and provide an induction process for new staff to develop understanding of SWPBS</li> <li>Provide SWPBS formal training for staff who require it</li> <li>Support and guide staff through the SWPBS handbook</li> <li>Schedule and lead monthly SWPBS meetings</li> <li>Engage with the SWPBS coach (Kerry Hammond) to get guidance</li> <li>Use provided SWPBS action plan to guide next steps.</li> <li>Allocate a budget for SWPBS from the mental health funding</li> <li>Embed School Wide Positive Behaviours across the school.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Action 2 Determine the wellbeing needs of students utilising school data and the Mental Health Planning Tool and implement a tiered response.</p> <ul style="list-style-type: none"> <li>Appoint a welfare leader and clarify role</li> <li>revisit mental health planning tool to determine school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

<p>needs</p> <ul style="list-style-type: none"> <li>• schedule and lead regular welfare meetings with the support of the welfare leader to build capacity of staff in welfare</li> <li>• Provide time and guidance for staff to complete student welfare spreadsheet so that staff have understanding of the tool</li> <li>• Work with staff and welfare leader to determine process for seeking support for students identified as 'at risk'</li> <li>• participate in welfare data discussions and build the capacity of the wellbeing coordinator to lead in this area.</li> <li>• ensure staff have the required support for students and families 'at risk'</li> <li>• Meet with the school student support services key contact to discuss welfare support needs</li> </ul>				<p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Disability inclusion funding action</p> <p>Ensure all students and staff are supported in their work of inclusive education by providing adequate resources and training.</p> <ul style="list-style-type: none"> <li>• Employ additional education support staff across the school to ensure students and staff are supported in their daily work.</li> <li>• Source relevant training required to support the individual needs of students - e.g epilepsy training for all staff.</li> <li>• Provide CRT release for staff where required to complete training required.</li> <li>• Provide CRT support for leadership to undertake disability inclusion profile work (meetings, admin) across the school</li> </ul>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$44,534.86</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>

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$10,671.80	-\$10,671.80
Disability Inclusion Tier 2 Funding	\$0.00	\$44,534.86	-\$44,534.86
Schools Mental Health Fund and Menu	\$0.00	\$30,647.38	-\$30,647.38
<b>Total</b>	<b>\$0.00</b>	<b>\$85,854.04</b>	<b>-\$85,854.04</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Action 1</p> <p>Implement a small group Tutoring Support Program within classrooms for identified students in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>Engage TLI tutor and support staff</li> <li>Meet with tutor at beginning of the year to discuss role and implementation of classroom tutoring</li> <li>Ensure staff have identified students based on end Of 2022 results</li> <li>Source relevant PD for to train education support staff in speech and intervention</li> <li>Create TLI timetable</li> <li>Send home TLI parent notes to ensure communication</li> <li>Communicate student goals with families</li> <li>Reflect upon student progress and involvement each term.</li> </ul>	\$10,671.80

<p>Action 1 Revisit and embed SW-PBS framework, processes and practices across the school.</p> <ul style="list-style-type: none"> <li>• Organise and provide an induction process for new staff to develop understanding of SWPBS</li> <li>• Provide SWPBS formal training for staff who require it</li> <li>• Support and guide staff through the SWPBS handbook</li> <li>• Schedule and lead monthly SWPBS meetings</li> <li>• Engage with the SWPBS coach (Kerry Hammond) to get guidance</li> <li>• Use provided SWPBS action plan to guide next steps.</li> <li>• Allocate a budget for SWPBS from the mental health funding</li> <li>• Embed School Wide Positive Behaviours across the school.</li> </ul>	<p>\$5,000.00</p>
<p>Action 2 Determine the wellbeing needs of students utilising school data and the Mental Health Planning Tool and implement a tiered response.</p> <ul style="list-style-type: none"> <li>• Appoint a welfare leader and clarify role</li> <li>• revisit mental health planning tool to determine school needs</li> <li>• schedule and lead regular welfare meetings with the support of the welfare leader to build capacity of staff in welfare</li> <li>• Provide time and guidance for staff to complete student welfare spreadsheet so that staff have understanding of the tool</li> <li>• Work with staff and welfare leader to determine</li> </ul>	<p>\$20,000.00</p>

<p>process for seeking support for students identified as 'at risk'</p> <ul style="list-style-type: none"> <li>• participate in welfare data discussions and build the capacity of the wellbeing coordinator to lead in this area.</li> <li>• ensure staff have the required support for students and families 'at risk'</li> <li>• Meet with the school student support services key contact to discuss welfare support needs</li> </ul>	
<p>Disability inclusion funding action</p> <p>Ensure all students and staff are supported in their work of inclusive education by providing adequate resources and training.</p> <ul style="list-style-type: none"> <li>• Employ additional education support staff across the school to ensure students and staff are supported in their daily work.</li> <li>• Source relevant training required to support the individual needs of students - e.g epilepsy training for all staff.</li> <li>• Provide CRT release for staff where required to complete training required.</li> <li>• Provide CRT support for leadership to undertake disability inclusion profile work (meetings, admin) across the school</li> </ul>	<p>\$44,534.86</p>
<p><b>Totals</b></p>	<p>\$80,206.66</p>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Action 1</p> <p>Implement a small group Tutoring Support Program within classrooms for identified students in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>Engage TLI tutor and support staff</li> <li>Meet with tutor at beginning of the year to discuss role and implementation of classroom tutoring</li> <li>Ensure staff have identified students based on end Of 2022 results</li> <li>Source relevant PD for to train education support staff in speech and intervention</li> <li>Create TLI timetable</li> <li>Send home TLI parent notes to ensure communication</li> <li>Communicate student goals with families</li> <li>Reflect upon student progress and involvement each term.</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$10,671.80	<input checked="" type="checkbox"/> School-based staffing <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
<b>Totals</b>		\$10,671.80	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<p>Disability inclusion funding action</p> <p>Ensure all students and staff are supported in their work of inclusive education by providing adequate resources and training.</p> <ul style="list-style-type: none"> <li>• Employ additional education support staff across the school to ensure students and staff are supported in their daily work.</li> <li>• Source relevant training required to support the individual needs of students - e.g epilepsy training for all staff.</li> <li>• Provide CRT release for staff where required to complete training required.</li> <li>• Provide CRT support for leadership to undertake disability inclusion profile work (meetings, admin) across the school</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$44,534.86</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> </li> <li><input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend staff PL)</li> <li>• CRT (to attend Profile meetings)</li> <li>• CRT (to attend school planning)</li> </ul> </li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Reading our way program for down syndrome students</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Down Syndrome Victoria membership and visits</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> </ul> </li> </ul>
<p><b>Totals</b></p>		<p>\$44,534.86</p>	

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

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Action 1 Revisit and embed SW-PBS framework, processes and practices across the school.</p> <ul style="list-style-type: none"> <li>• Organise and provide an induction process for new staff to develop understanding of SWPBS</li> <li>• Provide SWPBS formal training for staff who require it</li> <li>• Support and guide staff through the SWPBS handbook</li> <li>• Schedule and lead monthly SWPBS meetings</li> <li>• Engage with the SWPBS coach (Kerry Hammond) to get guidance</li> <li>• Use provided SWPBS action plan to guide next steps.</li> <li>• Allocate a budget for SWPBS from the mental health funding</li> <li>• Embed School Wide Positive Behaviours across the school.</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$5,000.00	<p><input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)</p> <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul>
<p>Action 2 Determine the wellbeing needs of students utilising school data and the Mental Health Planning Tool and implement a tiered response.</p>	<p>from: Term 1 to: Term 4</p>	\$25,647.38	<p><input checked="" type="checkbox"/> Berry Street Education Model (BSEM)</p> <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>

<ul style="list-style-type: none"> <li>• Appoint a welfare leader and clarify role</li> <li>• revisit mental health planning tool to determine school needs</li> <li>• schedule and lead regular welfare meetings with the support of the welfare leader to build capacity of staff in welfare</li> <li>• Provide time and guidance for staff to complete student welfare spreadsheet so that staff have understanding of the tool</li> <li>• Work with staff and welfare leader to determine process for seeking support for students identified as 'at risk'</li> <li>• participate in welfare data discussions and build the capacity of the wellbeing coordinator to lead in this area.</li> <li>• ensure staff have the required support for students and families 'at risk'</li> <li>• Meet with the school student support services key contact to discuss welfare support needs</li> </ul>			<ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> </ul>
<b>Totals</b>		\$30,647.38	

### 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>Action 2</p> <p>Review and embed existing school instructional models, PLC processes, curriculum planning documents and use of student assessment data for point of need planning, with a focus on Numeracy.</p> <ul style="list-style-type: none"> <li>Review instructional models with all staff to ensure understanding</li> <li>Provide opportunities for staff to observe and model sessions</li> <li>Engage EIL to model for and support new staff</li> <li>Meet with staff to reflect on progress</li> <li>Meet with PLC leader to review PLC processes and documents</li> <li>Provide time for PLC leader to plan, implement and support new staff</li> <li>Seek support from Regional PLC leader if required</li> <li>Engage PLC link</li> </ul>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  Education Improvement leaders PLC link schools	<input checked="" type="checkbox"/> On-site

<p>school for modelling and support</p> <ul style="list-style-type: none"> <li>• Work closely with other schools on implementation of PLC</li> <li>• Schedule weekly PLC meetings</li> <li>• Leaders to attend PLC meetings</li> <li>• End each term with celebration/reflection meeting.</li> </ul> <ul style="list-style-type: none"> <li>• Review curriculum documents with all staff to ensure understanding</li> <li>• Provide opportunities for staff to observe and model planning</li> <li>• Engage EIL to work with staff on planning and curriculum knowledge</li> <li>• Meet with staff to reflect on progress</li> </ul> <ul style="list-style-type: none"> <li>• Review use of assessment data and assessment schedule with all staff to ensure understanding</li> <li>• Provide opportunities for staff to collaborate on use of assessment</li> <li>• Engage EIL to support new staff on use of assessment</li> </ul>						
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<ul style="list-style-type: none"> <li>Meet with staff to reflect on progress</li> </ul>						
<p>Action 3</p> <p>Develop and implement a small schools CoP plan for the teaching of writing based upon the 6 +1 traits</p> <ul style="list-style-type: none"> <li>Participate in Professional learning on the teaching of the 6 + 1 traits</li> <li>Analyse student work samples, assess student writing against the 6 + 1 traits</li> <li>Moderate student writing samples across COP schools using an agreed approach (document).</li> <li>Involvement in cross school interactions and visits (learning walks) viewing the writing program in relation to the 6+1 traits</li> </ul>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site Both on and off site. Working with our Community of practice group to develop consistent implementation of the writing traits. This PD will be planned and set out by the CoP executive group at the beginning of the year.
<p>Action 1</p> <p>Revisit and embed SW-PBS framework, processes and practices across the school.</p> <ul style="list-style-type: none"> <li>Organise and provide an induction process for new staff to develop understanding of SWPBS</li> <li>Provide SWPBS</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> 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"/> Departmental resources SWPBS coach to meet with staff.	<input checked="" type="checkbox"/> On-site

<p>formal training for staff who require it</p> <ul style="list-style-type: none"> <li>• Support and guide staff through the SWPBS handbook</li> <li>• Schedule and lead monthly SWPBS meetings</li> <li>• Engage with the SWPBS coach (Kerry Hammond) to get guidance</li> <li>• Use provided SWPBS action plan to guide next steps.</li> <li>• Allocate a budget for SWPBS from the mental health funding</li> <li>• Embed School Wide Positive Behaviours across the school.</li> </ul>						
<p>Disability inclusion funding action</p> <p>Ensure all students and staff are supported in their work of inclusive education by providing adequate resources and training.</p> <ul style="list-style-type: none"> <li>• Employ additional education support staff across the school to ensure students and staff are</li> </ul>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Network Professional Learning	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants  Down syndrome Victoria	<input checked="" type="checkbox"/> On-site



<p>supported in their daily work.</p> <ul style="list-style-type: none"><li>• Source relevant training required to support the individual needs of students - e.g epilepsy training for all staff.</li><li>• Provide CRT release for staff where required to complete training required.</li><li>• Provide CRT support for leadership to undertake disability inclusion profile work (meetings, admin) across the school</li></ul>						
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