2023 Annual Implementation Plan

for improving student outcomes

Kingston Heath Primary School (5101)

Submitted for review by Katelyn Joyce (School Principal) on 09 February, 2023 at 10:48 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:07 AM
Endorsed by Alex Saides (School Council President) on 28 March, 2023 at 04:56 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	Goals for 2023: - Continue to embed actions, processes and programs commenced in 2022 - Developing Mission Statement, Motto, School's branding/logo etc - Preparing for 2023 IB/PYP self evaluation - Continue to develop partnerships with other schools (to-date: Chelsea PS for OG, Kunyung PS for PYP, Various network school for COPs) - Professional Learning for 2023 identified (OG, Misty, Kagan)

	- PLCs utilise data to drive 'next steps', identifying student needs, goals and instructional approaches - Enhance the Junior School Council - Reinvigorate Student Voice, Agency and Leadership via working alongside student leaders (appointment of a Student Engagement Champion for student voice, agency and leadership, AToSS, Junior School Council) - Student-led conferences - Embed opportunies for students to collaborative plan Units Of Inquiry alongside staff - Continue Student Excellence Program, involving opportunities for Student Voice in developing the program offerings
Considerations for 2023	Actions for 2023: - Establish strategies and processes to achieve Goals for 2023 as listed above in Reflective Comments - Extend MSL training (Orton Gillingham) for junior school members of staff + Learning Specialist with the goal of extending across the whole school - Launching the school's vision and values with further input from school community - Focus on developing additional partnerships with pd providers (Kagan, Misty A and OG)
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve learning growth in writing and numeracy for every student.
Target 2.1	**NAPLAN growth Years 3-5** By 2023, increase the percentage of students with *above benchmark growth in NAPLAN Writing* to **27%** from 24% (2019 data).
Target 2.2	**NAPLAN growth Years 3-5** By 2023, increase the percentage of students *with above benchmark growth in Numeracy* to **15%** from 12% (2019 data).
Target 2.3	**School Staff Survey (SSS)**

	By 2023, increase the percent positive endorsement of teachers in *Teacher collaboration* (School Climate module) to **70%** from 36% (2019 data).
Key Improvement Strategy 2.a Building practice excellence	Build a culture of collaborative practice across the school
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Implement evidence-based assessment and instructional practices grounded in the effective use of data
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum
Goal 3	Improve student agency and voice in their learning across the school.
Target 3.1	**Attitudes to School Survey (ATOSS)** By 2023, increase the percent positive endorsement of students in Years 4-6 of *Student Voice and Agency* (Social Engagement module) to **80%** from 77% (2019 data)
Target 3.2	**Staff School Survey (SSS)** By 2023, increase the percent positive endorsement of teachers of *Collective focus on student learning* (School Climate module) to **85%** from 78% (2019 data)

Target 3.3	**Staff School Survey (SSS)**
	By 2023, increase the percent positive endorsement of teachers of *Use student feedback to improve practice* (Teaching and Learning module) to **70%** from 56% (2019 data).
Target 3.4	**Parent Opinion Survey (POS)**
	By 2023, increase the percent positive endorsement of parents of *Student agency and voice* (Student development module) to **85%** from 80% (2019 data).
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom
Key Improvement Strategy 3.a Building leadership teams	Build knowledge and capability of the leadership team to lead change to enhance school climate and professional learning culture
Goal 4	Improve student wellbeing across the school.
Target 4.1	**Attitudes to School Survey (ATOSS)**
	By 2023, increase the percent positive endorsement of students in Years 4-6 of *Resilience* (Learner characteristics and disposition) to **85%** from 79% (2019 data)
Target 4.2	**Staff School Survey (SSS)**

	By 2023, increase the percent positive endorsement of staff of *Collective efficacy* (School climate module) to **80%** from 72% (2019 data).
Target 4.3	**Staff School Survey (SSS)** By 2023, increase the percent positive endorsement of staff of *Trust in students and parents* (School climate module) to **80%** from 64% (2019 data).
Target 4.4	**Parent Opinion Survey (POS)** By 2023, increase the percent positive endorsement of parents of *Promoting positive behaviour* (Safety module) to **90%** from 77% (2019 data).
Key Improvement Strategy 4.a Vision, values and culture	Articulate and embed a whole-school vision and values informed by insights of teachers, students, parents/ carers, and the wider community
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	In line with other AIP goals, we will increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%,Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%,Increase the percent positive endorsement of students in Years 4-6 Emotional awareness and regulation (AToSS - Emotional and relational engagement) to 70%, Increase the percent positive endorsement of students in Years 4-6 Life Satisfaction (AToSS - Individual social and emotional wellbeing) to 71%, andIncrease the percent positive endorsement of parents of Promoting positive behaviour (Parent Opinion Survey - Safety module) to 90%
Improve learning growth in writing and numeracy for every student.	Yes	**NAPLAN growth Years 3-5** By 2023, increase the percentage of students with *above benchmark growth in NAPLAN Writing* to **27%** from 24% (2019 data).	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%
		NAPLAN growth Years 3-5 By 2023, increase the percentage of students *with above benchmark growth in Numeracy* to **15%** from 12% (2019 data).	Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%

		School Staff Survey (SSS) By 2023, increase the percent positive endorsement of teachers in *Teacher collaboration* (School Climate module) to **70%** from 36% (2019 data).	Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 70%.
Improve student agency and voice in their learning across the school.	Yes	**Attitudes to School Survey (ATOSS)** By 2023, increase the percent positive endorsement of students in Years 4-6 of *Student Voice and Agency* (Social Engagement module) to **80%** from 77% (2019 data)	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 80%
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of *Collective focus on student learning* (School Climate module) to **85%** from 78% (2019 data)	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 85%
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of *Use student feedback to improve practice* (Teaching and Learning module) to **70%** from 56% (2019 data).	Increase the percent positive endorsement of teachers of Use student feedback to improve practice (Teaching and Learning module) to 70%
		Parent Opinion Survey (POS) By 2023, increase the percent positive endorsement of parents of *Student agency and voice* (Student development module) to **85%** from 80% (2019 data).	Increase the percent positive endorsement of parents of Student agency and voice (Student development module) to 85%
	No	**Attitudes to School Survey (ATOSS)**	

Improve student wellbeing across the school.		By 2023, increase the percent positive endorsement of students in Years 4-6 of *Resilience* (Learner characteristics and disposition) to **85%** from 79% (2019 data)	
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of staff of *Collective efficacy* (School climate module) to **80%** from 72% (2019 data).	
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of staff of *Trust in students and parents* (School climate module) to **80%** from 64% (2019 data).	
		Parent Opinion Survey (POS) By 2023, increase the percent positive endorsement of parents of *Promoting positive behaviour* (Safety module) to **90%** from 77% (2019 data).	

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**
12 Month Target 1.1	In line with other AIP goals, we will increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%, Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%, Increase the percent positive endorsement of students in Years 4-6 Emotional awareness and regulation (AToSS - Emotional and relational engagement) to 70%, Increase the percent positive endorsement of students in Years 4-6 Life Satisfaction (AToSS - Individual social and emotional

	wellbeing) to 71%, and Increase the percent positive endorsement of parents of Promoting positive behaviour (Parent Opinion Survey - Safety module) to 90%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Goal 2	**Improve learning growth in writing and numeracy for every student.**
12 Month Target 2.1	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%
12 Month Target 2.2	Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%
12 Month Target 2.3	Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 70%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Build a culture of collaborative practice across the school	Yes

Building practice excellence		
KIS 2.a Evidence-based high-impact teaching strategies	Implement evidence-based assessment and instructional practices grounded in the effective use of data	No
KIS 2.a Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As per KSC1a, however including Writing as a focus: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in writing	

Goal 3	**Improve student agency and voice in their learning across the school.**
12 Month Target 3.1	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 80%
12 Month Target 3.2	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 85%
12 Month Target 3.3	Increase the percent positive endorsement of teachers of Use student feedback to improve practice (Teaching and Learning module) to 70%
12 Month Target 3.4	Increase the percent positive endorsement of parents of Student agency and voice (Student development module) to 85%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom	Yes

KIS 3.a Building leadership teams	Build knowledge and capability of the leadership team to lead change to enhance school climate and professional learning culture	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As 2023 is the final year of our current SSP, this goal will enable us to maintain our explicit focus on student agency and voice so that we can achieve our SSP targets in relation to this area.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	In line with other AIP goals, we will increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%, Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%, Increase the percent positive endorsement of students in Years 4-6 Emotional awareness and regulation (AToSS - Emotional and relational engagement) to 70%, Increase the percent positive endorsement of students in Years 4-6 Life Satisfaction (AToSS - Individual social and emotional wellbeing) to 71%, and Increase the percent positive endorsement of parents of Promoting positive behaviour (Parent Opinion Survey - Safety module) to 90%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Utilise student learning data to plan for differentiation and establish student learning goals
Outcomes	Students articulate, record and measure progress toward personal learning goals, especially in Numeracy Teachers use data to plan and implement appropriate strategies to differentiate instruction Leaders prioritise time for collaborative planning and use of data.
Success Indicators	Early indicators Curriculum documentation shows evidence of planning for differentiation Planning docs will reflect adjustments made for students showing differentiation across the cohort (incl. enabling and extending) IEPs identifying goals for students 12 months above/below, all students on TLI, and students with Tier 3 funding Professional learning for E.S. and teacher staff to focus on differentiation/support/extension Late indicators Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra The percentage of students in the top two NAPLAN bands for Numeracy will increase

	AtoSS: Stimulated learning Staff Opinion Survey: Instructional leadership, collective efficacy, guaranteed and viable curriculum Increased consistency of teacher judgements against NAPLAN (Panorama Report)				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**		**Funding Streams**
Continue to refine whole school planning documents to reflect differentiation and use of data (incl student feedback data)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
School leaders, including Middle Level Leaders, expliclty use relevant data to inform staff Professional Development	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4		$7,680.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Teaching SPRINTS with a focus on Numeracy (COGML) led by Middle Level Leaders continuing from 2022	☑ Numeracy Improvement Teacher	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Orton-Gillingham Multi Sensory Literacy Training (2023 F-2 team)	☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$6,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Misty Adoniou Writing professional learning for all 2023 teachers	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint MLL Literacy/Numeracy		☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards nurturing student wellbeing and mental health.
Outcomes	Students will know what positive mental health is and where they can seek support if required. Staff identify and support students in need of support, including referral if necessary to counselling or psychological services, Leaders support students' mental health and wellbeing across the school, Leaders refer to internal / external mental health and wellbeing resources as required.

Success Indicators	Early indicators: Documentation is maintained and where necessary shared with service providers; Case notes (whilst private) will be shared internally following protocols to enable our staff to support the needs of the students and families; Discussions from meetings (SSG, team) will inform plans to support individual students' learning needs. Late indicators: Victorian Curriculum: Personal and Social Capability AtoSS factors: Sense of connectedness, Resilience Reduced absenteeism Handover from Cairnmillar provisional psychologists

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a KHPS whole school framework for positive behaviour and engagement	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed whole school approach to discipline (Win-Win)	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed SMILING Minds initiative and positive mental health approaches in staff professional practice and student learning/well being	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue partnerships with Cairnmillar Psychology (Provisional Psychology Placements) to support students wellbeing mental health	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Embed RRRR (Resilience, Rights and Respectful Relationships)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appointment of Education Support staff member to support DIP	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a Wellbeing Leader as a Middle Level Leader role (incl. RRRR, Smiling Minds, Win-Win). This person to undertake PL as required and define role description	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1	$2,000.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve learning growth in writing and numeracy for every student.
12 Month Target 2.1	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27%
12 Month Target 2.2	Increase the percentage of students with above benchmark growth in NAPLAN numeracy to 15%
12 Month Target 2.3	Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 70%.

KIS 2.a Building practice excellence	Build a culture of collaborative practice across the school
Actions	Implement Professional Learning Communities (PLC)
Outcomes	Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles, Teachers will undertake Learning Walks/Peer observations, giving and receiving feedback. Leaders schedule time for PLC collaboration (Part of +8 hours T and L) Learning Walks (Part of 30 hours T and L). Leaders frequently review and improve PLC implementation practices (using the 'PLC self-evaluation Maturity Matrix' and 'Victorian PLCs'

| Success Indicators | Early Indicators

Data from Learning Walks - Templates, focus, feedback, observational notes, etc.
Documented schedule for peer observations (partners)

Protocols and meeting minutes from PLCs
PLC Maturity Matrix (mid-year progress)

Late Indicators
Staff Survey - positive increase in responses for domains (Professional Learning and Teaching and Learning - Feedback and collective observation)
Documented feedback and observations from peer observations
PLC Maturity Matrix (post assessment) |
| --- | --- |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Privileged time for PLCs work (Tuesday 3:45-4:45)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff understanding and implement PLCs	☑ All Staff	☑ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ Equity funding will be used
					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Maturity matrix (March - June - Nov)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
					☐ Equity funding will be used
					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Improve student agency and voice in their learning across the school.
12 Month Target 3.1	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 80%
12 Month Target 3.2	Increase the percent positive endorsement of teachers of Collective focus on student learning (School Climate module) to 85%
12 Month Target 3.3	Increase the percent positive endorsement of teachers of Use student feedback to improve practice (Teaching and Learning module) to 70%

12 Month Target 3.4	Increase the percent positive endorsement of parents of Student agency and voice (Student development module) to 85%
KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom
Actions	Provide students an authentic say in improving the school, what and how they learn, and to take action.
Outcomes	Students and teachers co-design teaching and learning plans Students and teachers provide feedback to each other and peers at the end of teaching and learning cycles Vocabulary associated with AMPLIFY is understood by school community Leaders support staff to facilitate student voice and agency within the classroom
Success Indicators	Early indicators Co-designed teaching and learning plans Class protocols developed by and with students Establishment of student leaders Establishment of roles and responsibilities for student leaders Role description, and appointment of, a Middle Level Leader (teacher) to lead student voice, agency and leadership Late indicators Student led class meetings embedded across the school Use of student feedback systems - exit tickets AToSS - student voice and agency component

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint an Engagement Middle Level Leader with a focus on Amplify - Student Voice, Agency and Leadership	☑ School Leadership Team	☐ PLP Priority	from: Term 1	$4,000.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and opportunities for teachers and students to co-design their learning	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and refine the Junior School Council - explicit teaching of leadership skills for student leaders (e.g. purpose of JSC and how to effectively discharge their roles incl GRIP conference for 7 students)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$300.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ 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	$20,664.50	$13,680.00	$6,984.50
Disability Inclusion Tier 2 Funding	$97,708.22	$56,000.00	$41,708.22
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$118,372.72**	**$69,680.00**	**$48,692.72**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
School leaders, including Middle Level Leaders, expliclty use relevant data to inform staff Professional Development	$7,680.00
Orton-Gillingham Multi Sensory Literacy Training (2023 F-2 team)	$6,000.00
Misty Adoniou Writing professional learning for all 2023 teachers	$4,000.00
Embed whole school approach to discipline (Win-Win)	$2,000.00
Appointment of Education Support staff member to support DIP	$50,000.00
Totals	**$69,680.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
School leaders, including Middle Level Leaders, expliclty use relevant data to inform staff Professional Development	from: Term 1 to: Term 4	$7,680.00	☑ CRT
Misty Adoniou Writing professional learning for all 2023 teachers	from: Term 1 to: Term 4	$4,000.00	☑ Professional development (excluding CRT costs and new FTE)
Embed whole school approach to discipline (Win-Win)	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		**$13,680.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Orton-Gillingham Multi Sensory Literacy Training (2023 F-2 team)	from: Term 2 to: Term 4	$6,000.00	☑ Professional learning for school-based staff •
Appointment of Education Support staff member to support DIP	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$56,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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
Continue to refine whole school planning documents to reflect differentiation and use of data (incl student feedback data)	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
School leaders, including Middle Level Leaders, explicity use relevant data to inform staff Professional Development	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT Meeting	☑ SEIL ☑ Literacy expertise ☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teaching SPRINTS with a focus on Numeracy (COGML) led by Middle Level Leaders continuing from 2022	☑ Numeracy Improvement Teacher	from: Term 3 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ SEIL ☑ Maths/Sci Specialist ☑ Pedagogical Model	☑ On-site

			☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ High Impact Teaching Strategies (HITS)	
Orton-Gillingham Multi Sensory Literacy Training (2023 F-2 team)	☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Kingston Heath have agreed to host a team from Orton-Gillingham have been engaged to run a four day workshop. Hosting this workshop will enable the Year 1/2 team at KHPS to attend for a significantly subsidised cost.	☑ On-site
Misty Adoniou Writing professional learning for all 2023 teachers	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Misty Adoniou has been engaged to run two full day workshops with all teaching and E.S.	☑ On-site
Embed whole school approach to discipline (Win-Win)	☑ Leadership Team	from: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ External consultants	☑ On-site

		to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	A facilitator from Spencer Kagan has been engaged to run three, two hour workshops with all teaching and E.S.	
Embed SMILING Minds initiative and positive mental health approaches in staff professional practice and student learning/well being	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager	☑ On-site
Privileged time for PLCs work (Tuesday 3:45-4:45)	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop staff understanding and implement PLCs	☑ All Staff	from: Term 1 to: Term 1	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site