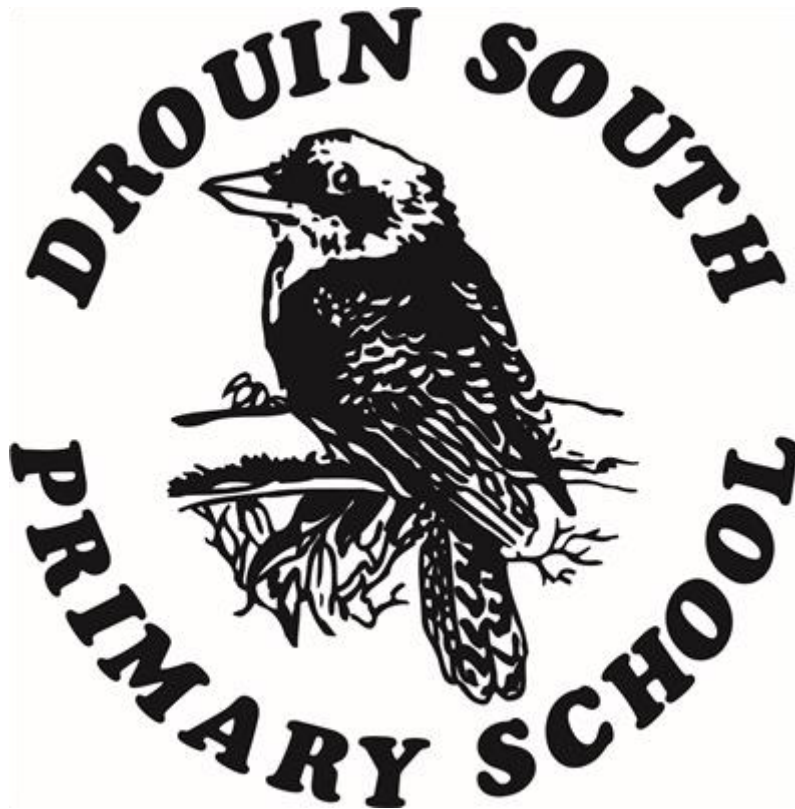


# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Drouin South Primary School (2313)



Submitted for review by Michael Smith (School Principal) on 15 January, 2024 at 06:33 PM  
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 12 February, 2024 at 01:23 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

|                       | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|---------------------|-----------------------|
| Teaching and Learning |                     |                       |
|                       |                     |                       |
| Assessment            |                     |                       |
|                       |                     |                       |

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| <b>Leadership</b> |  |  |
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| <b>Engagement</b> |  |  |
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| <b>Support</b> |  |  |
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| <b>Enter your reflective comments</b>   |  |
| <b>Considerations for 2024</b>          |  |
| <b>Documents that support this plan</b> |  |

## 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>Priorities goal</b><br/>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | No                                    | Support for the priorities  | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  |
| <p>Maximise the learning growth of every student in literacy and numeracy.</p>   | Yes                                   | <p>By 2026 increase the percentage of students achieving NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025) for:</p> <ul style="list-style-type: none"> <li>• Year 3 students in Reading from 56% to 60%</li> <li>• Year 5 students in Reading from 31% to 40%</li> <li>• Year 3 students in Writing from 69% to 70%</li> <li>• Year 5 students in Writing from 11% to 15%</li> <li>• Year 3 students in Numeracy from 43% to 44%</li> <li>• Year 5 students in Numeracy from 26% to 30%.</li> </ul> | <p>By 2024 increase the percentage of students achieving NAPLAN EXCEEDING and STRONG as follows: Year 3 students in Reading from 63% to 65% Year 5 students in Reading from 72% to 75% Year 3 students in Writing from 79% to 82% Year 5 students in Writing from 83% to 85% Year 3 students in Numeracy from 68% to 70% Year 5 students in Numeracy from 50% to 59%.</p> |
|  |                                       | <p>By 2026 increase the percentage of students achieving above NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025):</p> <ul style="list-style-type: none"> <li>• Year 5 students above benchmark growth in numeracy from 17% to 20%</li> <li>• Year 5 students above benchmark growth in reading from 22% to 25%</li> </ul>  | <p>By end of 2024, the percentage of Year 5 students achieving a PAT stanine above/better than their previous year stanine to be: PAT M = 20% PAT R = 25%</p>   |

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|   |     | <ul style="list-style-type: none"> <li>Year 5 students above benchmark growth in writing from 14% to 18%.</li> </ul>  |   |
|   |     | <p>By 2026, percentage of students performing above expected growth for reading, writing and numeracy according to Teacher Judgement Growth against the Victorian Curriculum Standards (target baseline 2020 Semester 2 to 2021 Semester 2 average and the target goal percentage to be an average of 2025 &amp; 2026):</p> <ul style="list-style-type: none"> <li>Year 1 and 2 from 18% to 25%</li> <li>Years 3 and 4 from 28% to 32%</li> <li>Years 5 and 6 from 37% to 38%.</li> </ul>   | <p>By end of 2024, percentage of students performing above expected growth (ie. greater than 12 months) for reading, writing and numeracy according to Teacher Judgement Growth against the Victorian Curriculum Standards. Year 1 and 2 = &gt; 25% Years 3 and 4 = &gt; 32% Years 5 and 6 = &gt; 38%</p>   |
|   |     | <p>By 2026 increase the percentage of positive endorsements for the following School Staff Survey factors. Target baseline is a four-year average 2018-2021</p> <p>Modules: School Climate</p> <ul style="list-style-type: none"> <li>Academic emphasis from 62% to 80%</li> <li>Collective efficacy from 62% to 80%</li> </ul> <p>Module-Teaching and Learning Evaluation</p> <ul style="list-style-type: none"> <li>Understand how to analyse data from 64% to 80%</li> <li>Use student feedback to improve practice from 69% to 80%</li> </ul> <p>Module-Teaching and Learning Implementation</p> <ul style="list-style-type: none"> <li>Understand formative assessment from 68% to 80%.</li> </ul> | <p>By the end of 2025 increase the percentage of positive endorsements for the following School Staff Survey factors. Target baseline is a four-year average 2018-2021</p> <p>Modules: School Climate Academic emphasis to 80% or greater Collective efficacy to 80% or greater</p> <p>Module-Teaching and Learning Evaluation Understand how to analyse data to 80% or greater Use student feedback to improve practice to 80% or greater</p> <p>Module-Teaching and Learning Implementation Understand formative assessment to 80% or greater</p> |
| Empower students to become engaged, independent and self-regulating learners. | Yes | <p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a four-year average 2018-2021). By 2026 increase the percentage for:</p> <p>Domain: Social Engagement</p> <ul style="list-style-type: none"> <li>Student voice and agency from 61% to 72%</li> </ul> <p>Domain: Effective teaching for cognitive engagement</p> <ul style="list-style-type: none"> <li>Stimulating learning from 75% to 82%</li> </ul> <p>Domain: Learner characteristics and dispositions</p> <ul style="list-style-type: none"> <li>Motivation and interest from 73% to 80%</li> </ul> <p>Domain- School Safety</p>                                | <p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:</p> <p>Domain: Social Engagement Student voice and agency to 72% or greater</p> <p>Domain: Effective teaching for cognitive engagement Stimulating learning to 82% or greater</p> <p>Domain: Learner characteristics and dispositions</p>  |

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|  |  | <ul style="list-style-type: none"> <li>Managing bullying from 64% to 75%</li> </ul> Domain-Teacher-student relationships <ul style="list-style-type: none"> <li>Teacher concern- from 66% to 75%.</li> </ul>  | Motivation and interest to 80% or greater<br>Domain- School Safety Managing bullying to 75% or greater<br>Domain-Teacher-student relationships Teacher concern to 75% or greater   |
|  |  | Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a four-year average 2018-2021). By 2026 increase the percentage for:<br>Module: School Climate <ul style="list-style-type: none"> <li>Trust in students and parents from 69% to 75%.</li> </ul> Module: Teaching and Learning Evaluation <ul style="list-style-type: none"> <li>Use student feedback to improve practice from 69% to 75%.</li> </ul>                     | Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:<br>Module: School Climate Trust in students and parents to 75% or greater<br>Module: Teaching and Learning Evaluation Use student feedback to improve practice to 75% or greater          |
|  |  | Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is four-year average 2018-2021). By 2026 increase the percentage for:<br>Module -Parent community engagement <ul style="list-style-type: none"> <li>School communication from 76% to 80%</li> <li>Teacher communication- from 67% to 75%</li> </ul> Module-Student development <ul style="list-style-type: none"> <li>Student voice and agency from 80% to 82%.</li> </ul> | Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is four-year average 2018-2021). By 2024 increase the percentage for:<br>Module -Parent community engagement School communication to 80% or greater<br>Teacher communication to 75% or greater<br>Module-Student development Student voice and agency to 82% or greater |

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| <b>Goal 2</b>                           | <b>Maximise the learning growth of every student in literacy and numeracy.</b>   |
| <b>12-month target 2.1-month target</b> | By 2024 increase the percentage of students achieving NAPLAN EXCEEDING and STRONG as follows:<br><br>Year 3 students in Reading from 63% to 65%<br>Year 5 students in Reading from 72% to 75%<br>Year 3 students in Writing from 79% to 82%<br>Year 5 students in Writing from 83% to 85%<br>Year 3 students in Numeracy from 68% to 70% |

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|   | Year 5 students in Numeracy from 50% to 59%.   |   |
| <b>12-month target 2.2-month target</b> | <p>By end of 2024, the percentage of Year 5 students achieving a PAT stanine above/better than their previous year stanine to be:</p> <p>PAT M = 20%<br/>PAT R = 25%</p>   |   |
| <b>12-month target 2.3-month target</b> | <p>By end of 2024, percentage of students performing above expected growth (ie. greater than 12 months) for reading, writing and numeracy according to Teacher Judgement Growth against the Victorian Curriculum Standards.</p> <p>Year 1 and 2 = &gt; 25%<br/>Years 3 and 4 = &gt; 32%<br/>Years 5 and 6 = &gt; 38%</p>   |   |
| <b>12-month target 2.4-month target</b> | <p>By the end of 2025 increase the percentage of positive endorsements for the following School Staff Survey factors. Target baseline is a four-year average 2018-2021</p> <p>Modules: School Climate</p> <p>Academic emphasis to 80% or greater<br/>Collective efficacy to 80% or greater</p> <p>Module-Teaching and Learning Evaluation</p> <p>Understand how to analyse data to 80% or greater<br/>Use student feedback to improve practice to 80% or greater</p> <p>Module-Teaching and Learning Implementation</p> <p>Understand formative assessment to 80% or greater</p> |   |
| <b>Key Improvement Strategies</b>       |  | Is this KIS selected for focus this year? |

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| <b>KIS 2.a</b><br>Teaching and learning   | Further enhance teacher practice through embedding Professional Learning Communities.  | No  |
| <b>KIS 2.b</b><br>Assessment  | Build onto the current capabilities of all staff in regard to using curriculum content, data and formative assessment to inform with precision, the next learning point for each student.  | Yes |
| <b>KIS 2.c</b><br>Leadership  | Implement reciprocal feedback processes that enhance teacher practice and learning growth for students.  | 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. | The school has recently adopted a number of new assessment tools including DIBELS to provide fine grained information about reading development. The school has also used PAT-M and PAT-R for a number of years. Teachers have indicated a growing need to understand how to analyse the data from these assessments so that they can plan with confidence to address the learning needs of students with more precision.  |     |
| <b>Goal 3</b>   | <b>Empower students to become engaged, independent and self-regulating learners.</b>   |     |
| <b>12-month target 3.1-month target</b>   | <p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:</p> <p>Domain: Social Engagement</p> <p style="padding-left: 40px;">Student voice and agency to 72% or greater</p> <p>Domain: Effective teaching for cognitive engagement</p> <p style="padding-left: 40px;">Stimulating learning to 82% or greater</p> <p>Domain: Learner characteristics and dispositions</p> <p style="padding-left: 40px;">Motivation and interest to 80% or greater</p> <p>Domain- School Safety</p> |     |



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|   | <p>Managing bullying to 75% or greater</p> <p>Domain-Teacher-student relationships</p> <p>Teacher concern to 75% or greater</p>  |   |
| <b>12-month target 3.2-month target</b> | <p>Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:</p> <p>Module: School Climate</p> <p>Trust in students and parents to 75% or greater</p> <p>Module: Teaching and Learning Evaluation</p> <p>Use student feedback to improve practice to 75% or greater</p>           |   |
| <b>12-month target 3.3-month target</b> | <p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is four-year average 2018-2021). By 2024 increase the percentage for:</p> <p>Module -Parent community engagement</p> <p>School communication to 80% or greater<br/>Teacher communication to 75% or greater</p> <p>Module-Student development</p> <p>Student voice and agency to 82% or greater</p> |   |
| <b>Key Improvement Strategies</b>       |  | Is this KIS selected for focus this year? |
| <b>KIS 3.a</b><br>Leadership            | Develop staff and student capabilities to activate student agency in classroom learning experiences  | No  |

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| <b>KIS 3.b</b><br>Teaching and learning   | Investigate, adapt and implement evidence-based teaching practices to strengthen students' as self-regulating learners.   | Yes |
| <b>KIS 3.c</b><br>Support and resources   | Foster partnerships with families regarding their understanding of their children's learning and wellbeing development.   | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>The school improvement team (SIT) has been investigating the evidence related to the Science of Reading and Explicit Direct Instruction. The overwhelming evidence of the positive impact on student learning at other schools has led to some trialing of the strategies and whole school learning. These methods combined with Berry St strategies to assist with self-regulation and the implementation of a Core Knowledge Curriculum to build schema and background knowledge have been agreed on by the SIT as an opportunity to improve student learning and address the drop in achievement that is evident by the time our students reach Year 5.</p> <p>The development of partnerships between home and school is also crucial to student learning. This partnership requires the school to communicate regularly and effectively with parents about the vision for student learning and the practices that are taking place within the school. This will develop knowledge and trust between home and school and should be evident by an increase in factors of the parent, staff and student surveys.</p> |     |

## Define actions, outcomes, success indicators and activities

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| <b>Goal 2</b>                     | Maximise the learning growth of every student in literacy and numeracy.  |
| <b>12-month target 2.1 target</b> | <p>By 2024 increase the percentage of students achieving NAPLAN EXCEEDING and STRONG as follows:</p> <ul style="list-style-type: none"> <li>Year 3 students in Reading from 63% to 65%</li> <li>Year 5 students in Reading from 72% to 75%</li> <li>Year 3 students in Writing from 79% to 82%</li> <li>Year 5 students in Writing from 83% to 85%</li> <li>Year 3 students in Numeracy from 68% to 70%</li> <li>Year 5 students in Numeracy from 50% to 59%.</li> </ul> |
| <b>12-month target 2.2 target</b> | <p>By end of 2024, the percentage of Year 5 students achieving a PAT stanine above/better than their previous year stanine to be:</p> <ul style="list-style-type: none"> <li>PAT M = 20%</li> <li>PAT R = 25%</li> </ul>   |
| <b>12-month target 2.3 target</b> | <p>By end of 2024, percentage of students performing above expected growth (ie. greater than 12 months) for reading, writing and numeracy according to Teacher Judgement Growth against the Victorian Curriculum Standards.</p> <ul style="list-style-type: none"> <li>Year 1 and 2 = &gt; 25%</li> <li>Years 3 and 4 = &gt; 32%</li> <li>Years 5 and 6 = &gt; 38%</li> </ul>  |
| <b>12-month target 2.4 target</b> | <p>By the end of 2025 increase the percentage of positive endorsements for the following School Staff Survey factors. Target baseline is a four-year average 2018-2021</p> <p>Modules: School Climate</p> <ul style="list-style-type: none"> <li>Academic emphasis to 80% or greater</li> <li>Collective efficacy to 80% or greater</li> </ul>   |

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|  | <p>Module-Teaching and Learning Evaluation</p> <p>Understand how to analyse data to 80% or greater<br/>Use student feedback to improve practice to 80% or greater</p> <p>Module-Teaching and Learning Implementation</p> <p>Understand formative assessment to 80% or greater</p>  |
| <p><b>KIS 2.b</b><br/>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | <p>Build onto the current capabilities of all staff in regard to using curriculum content, data and formative assessment to inform with precision, the next learning point for each student.</p>   |
| <p><b>Actions</b></p>  | <p>Develop data literacy for all teachers to enable effective use of data for targeted teaching that will improve student learning growth in literacy and numeracy.</p>  |
| <p><b>Outcomes</b></p>   | <p>Leaders will develop their knowledge of school wide data sets and monitor growth of cohorts across the school.<br/>Teachers will develop a deeper understanding of the use of assessment data to inform planning with more precise focus on students' points of need.<br/>Students will make 12 months or more growth in literacy and numeracy</p>  |
| <p><b>Success Indicators</b></p>   | <p>Early Indicators<br/>Teachers will demonstrate buy-in, developing their knowledge and understanding of different data sets through professional learning<br/>Whole school PLC sessions will indicate opportunities for understanding the variety of data sets available and the information that can be extracted<br/>Assessment schedule is monitored for validity and is implemented with fidelity<br/>PLTs are using data sets regularly as a basis for goal setting and planning for student learning growth.</p> <p>Late Indicators<br/>PLC Matrix demonstrates growth for all PLT teams in use of assessment to drive teaching and learning<br/>Teacher planning documents show clear links with assessment data and PLT strategies</p> |

|   | <p>PLT meetings indicate use of assessment data and provide actions arising from the data sets<br/> Classroom observations show students actively engaged in their learning<br/> Staff survey results will improve in area of understanding and analysing data (goal 80%)<br/> Vic Curriculum Teacher Judgements will be more consistent across all year levels and within teams and more closely aligned with NAPLAN data (Panorama)<br/> Student learning growth of 12 months or more will be evident at all year levels.</p> |  |                                  |  |
|---|---|--|----------------------------------|--|
| Activities  | People responsible  | Is this a PL priority                            | When                             | Activity cost and funding streams  |
| Review and monitor assessment schedule to ensure it reflects the reflects Science of Reading principles and content being delivered in all year levels.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> School improvement team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00   |
| Staff professional learning is implemented from Term 1 at PLCs for all data sets including PAT-M, PAT-R, DIBELS, MOI to ensure teachers have a clear understanding of the information available in each data set and how this data is used for diagnostic purposes. | <input checked="" type="checkbox"/> School improvement team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00   |
| New software mClass (DIBELS) and No More Marking (Writing Assessment) to be introduced and staff training provided.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used  |
| Increase time-fraction of Learning Specialist to support implementation of teaching and learning initiatives and building staff capacity.   | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$25,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Embed tutoring support program with a "core plus more" approach ensuring that small group support is focused and aligns with  | <input checked="" type="checkbox"/> Learning specialist(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$40,000.00  |

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| student needs as identified through regular formative assessment and review to measure growth. | <input checked="" type="checkbox"/> Student wellbeing co-ordinator   |  | to:<br>Term 4 | <input checked="" type="checkbox"/> Other funding will be used |
| <b>Goal 3</b>  | Empower students to become engaged, independent and self-regulating learners.  |  |               |  |
| <b>12-month target 3.1 target</b>  | <p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:</p> <p>Domain: Social Engagement</p> <p style="padding-left: 40px;">Student voice and agency to 72% or greater</p> <p>Domain: Effective teaching for cognitive engagement</p> <p style="padding-left: 40px;">Stimulating learning to 82% or greater</p> <p>Domain: Learner characteristics and dispositions</p> <p style="padding-left: 40px;">Motivation and interest to 80% or greater</p> <p>Domain- School Safety</p> <p style="padding-left: 40px;">Managing bullying to 75% or greater</p> <p>Domain-Teacher-student relationships</p> <p style="padding-left: 40px;">Teacher concern to 75% or greater</p> |  |               |  |
| <b>12-month target 3.2 target</b>  | <p>Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a four-year average 2018-2021). By end of 2024 increase the percentage for:</p> <p>Module: School Climate</p> <p style="padding-left: 40px;">Trust in students and parents to 75% or greater</p> <p>Module: Teaching and Learning Evaluation</p>   |  |               |  |

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|  | Use student feedback to improve practice to 75% or greater  |
| <b>12-month target 3.3 target</b>  | <p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is four-year average 2018-2021). By 2024 increase the percentage for:</p> <p>Module -Parent community engagement</p> <p>School communication to 80% or greater<br/>Teacher communication to 75% or greater</p> <p>Module-Student development</p> <p>Student voice and agency to 82% or greater</p>  |
| <b>KIS 3.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Investigate, adapt and implement evidence-based teaching practices to strengthen students' as self-regulating learners.   |
| <b>Actions</b>   | <p>Implement Explicit Direct Instruction strategies from P-6.</p> <p>Embed Berry St practices in classrooms.</p>  |
| <b>Outcomes</b>  | <p>Leaders will develop knowledge of Explicit Direct Instruction (EDI) through being "Lead Learners".</p> <p>Leaders will demonstrate commitment to Berry St practices and improve communication of school directions with school community.</p> <p>Teachers will implement EDI in classrooms with growing confidence and consistency.</p> <p>Teachers will model and engage with Berry St principles</p> <p>Students will adapt to a change of approach in teaching and learning with increasing engagement.</p> <p>Students will become more engaged in learning and demonstrate increased self-regulation.</p> |

| <b>Success Indicators</b>  | <p>Early Indicators<br/> Teacher planning documents will indicate Explicit Direct Instruction (EDI) strategies<br/> Whole school PLC plan will indicate professional learning based on EDI principles<br/> Classroom observations will show EDI being attempted in all classrooms<br/> Berry St strategies will be visible in all classrooms</p> <p>Late Indicators<br/> AToSS results will maintain high results or will improve in areas of effective teaching, stimulating learning and learner disposition.<br/> Staff survey results will be maintained at a high level or will improve in area of use of student feedback to improve practice<br/> Classroom behaviour data relating to disruptive behaviour will decrease (SENTRAL)</p> |  |                                  |  |
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| <b>Activities</b>  | <b>People responsible</b>  | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b>   |
| Teacher professional learning on elements of Science of Reading and Big 6 to be a focus throughout the year including a whole school curriculum day with Emina McLean on vocabulary.   | <input checked="" type="checkbox"/> Learning specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,180.09<br><br><input checked="" type="checkbox"/> Equity funding will be used  |
| Increase and organise school resources to support the implementation of the Science of Reading including the re-structure of reading materials, purchase of decodable readers (including for mid-upper primary readers) and the development of powerpoint slide packs for all year levels.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLT leaders  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 3 | \$10,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Construct a Drouin South "Play Book" detailing the agreed practices that relate to Science of Reading, Explicit Direct Instruction and Berry St Education Model that will underpin the way teaching and learning happens throughout the school. The Play Book will also include a comprehensive Scope and Sequence for Literacy across P-6 and whole school plan for core knowledge units. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00   |



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| Further embed the Berry St principles of morning "Yarning Circles", Brain Breaks and Ready to Learn practices as well as further developing knowledge of Trauma Informed practice through participation in the final 2 days of Berry St training. Align Berry St Model with SWPBS strategies already in place. | <input checked="" type="checkbox"/> Student wellbeing co-ordinator  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,753.29<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| Develop a school agreed Response to Intervention Model that describes school practice across three tiers and includes clear processes for accessing each level of intervention. (eg. Flow Chart)   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00   |
| Explore and understand the updated Mathematics Curriculum and commence trialing and planning for full implementation in 2025.  | <input checked="" type="checkbox"/> PLT leaders   | <input type="checkbox"/> PLP Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$0.00   |
| Further embed practices including IEP development, SSG coordination, Behaviour Support Planning, development of Response to Intervention processes and overseeing of Berry St implementation through the role of Wellbeing and Inclusion Leader.   | <input checked="" type="checkbox"/> Student wellbeing co-ordinator  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$122,000.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Employ the chaplain/well-being officer for a further 12 months and align service with the Three Tiered Intervention approach to well-being.  | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$32,850.00  |

|   |  |                                       |                                  |   |
|---|--|---------------------------------------|----------------------------------|---|
|   |  |                                       | to:<br>Term 4                    | <input checked="" type="checkbox"/> Equity funding will be used   |
| Employment of extra Education Support Staff to provide Tier 2 and Tier 3 learning support and training of staff in required programs. eg. Sounds-Write. | <input checked="" type="checkbox"/> Principal  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$27,197.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| <b>KIS 3.c</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion        | Foster partnerships with families regarding their understanding of their children's learning and wellbeing development.  |                                       |                                  |   |
| <b>Actions</b>  | Ensure effective, regular communication between home and school.   |                                       |                                  |   |
| <b>Outcomes</b>   | Leaders will encourage sharing of information between home and school and find opportunities to share the school vision and approaches to learning.<br>Teachers will build stronger connections with parents through improved lines of communication.<br>Students will build connectedness to school through stronger partnerships between home and school.  |                                       |                                  |   |
| <b>Success Indicators</b>   | <p>Early Indicators</p> <p>Use of Class Dojo in a more consistent and regular method of sharing news at school and classroom level.<br/>Positive responses from parents relating to more regular communication.</p> <p>Late Indicators</p> <p>Staff survey results in school climate-Trust in students and Parents to increase<br/>Parent survey factors of School and Teacher Communication and General Satisfaction to increase.</p> |                                       |                                  |   |
| <b>Activities</b>   | <b>People responsible</b>  | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b>  |

|  |   |   |   |               |
|--|---|---|---|---------------|
| <p>Improve communication of whole school approaches to learning and well-being as well as effective communication at classroom level to build parent and community understanding and buy-in with school practices.</p> | <p><input checked="" type="checkbox"/> Principal<br/> <input checked="" type="checkbox"/> School improvement team</p> | <p><input type="checkbox"/> PLP<br/> Priority</p> | <p>from:<br/> Term 1<br/> to:<br/> Term 4</p> | <p>\$0.00</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                      | \$79,030.09                 | \$79,030.09                          | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$129,196.92                | \$129,196.92                         | \$0.00                    |
| Schools Mental Health Fund and Menu | \$30,753.25                 | \$30,753.25                          | \$0.00                    |
| <b>Total</b>                        | <b>\$238,980.26</b>         | <b>\$238,980.26</b>                  | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones  | Budget      |
|--|-------------|
| New software mClass (DIBELS) and No More Marking (Writing Assessment) to be introduced and staff training provided.  | \$5,000.00  |
| Increase time-fraction of Learning Specialist to support implementation of teaching and learning initiatives and building staff capacity.  | \$25,000.00 |
| Teacher professional learning on elements of Science of Reading and Big 6 to be a focus throughout the year including a whole school curriculum day with Emina McLean on vocabulary. | \$6,180.09  |
| Increase and organise school resources to support the implementation of the Science of Reading including the re-structure of reading materials, purchase of decodable                | \$10,000.00 |

|  |                     |
|--|---------------------|
| readers (including for mid-upper primary readers) and the development of powerpoint slide packs for all year levels.   |                     |
| Further embed the Berry St principles of morning "Yarning Circles", Brain Breaks and Ready to Learn practices as well as further developing knowledge of Trauma Informed practice through participation in the final 2 days of Berry St training. Align Berry St Model with SWPBS strategies already in place. | \$10,753.29         |
| Further embed practices including IEP development, SSG coordination, Behaviour Support Planning, development of Response to Intervention processes and overseeing of Berry St implementation through the role of Wellbeing and Inclusion Leader.   | \$122,000.00        |
| Employ the chaplain/well-being officer for a further 12 months and align service with the Three Tiered Intervention approach to well-being.  | \$32,850.00         |
| Employment of extra Education Support Staff to provide Tier 2 and Tier 3 learning support and training of staff in required programs. eg. Sounds-Write.  | \$27,197.00         |
| <b>Totals</b>  | <b>\$238,980.38</b> |

## Activities and milestones - Equity Funding

| Activities and milestones   | When                             | Funding allocated (\$) | Category   |
|---|----------------------------------|------------------------|--|
| New software mClass (DIBELS) and No More Marking (Writing Assessment) to be introduced and staff training provided. | from:<br>Term 1<br>to:<br>Term 2 | \$5,000.00             | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Increase time-fraction of Learning Specialist to support implementation of teaching and                             | from:<br>Term 1                  | \$25,000.00            | <input checked="" type="checkbox"/> School-based staffing                        |

|  |                                  |             |   |
|--|----------------------------------|-------------|---|
| learning initiatives and building staff capacity.  | to:<br>Term 4                    |             |   |
| Teacher professional learning on elements of Science of Reading and Big 6 to be a focus throughout the year including a whole school curriculum day with Emina McLean on vocabulary.   | from:<br>Term 1<br>to:<br>Term 4 | \$6,180.09  | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT |
| Increase and organise school resources to support the implementation of the Science of Reading including the re-structure of reading materials, purchase of decodable readers (including for mid-upper primary readers) and the development of powerpoint slide packs for all year levels. | from:<br>Term 1<br>to:<br>Term 3 | \$10,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources  |
| Employ the chaplain/well-being officer for a further 12 months and align service with the Three Tiered Intervention approach to well-being.  | from:<br>Term 1<br>to:<br>Term 4 | \$32,850.00 | <input checked="" type="checkbox"/> Other<br>Extend chaplaincy/well-being officer role for 12 months  |
| <b>Totals</b>  |                                  | \$79,030.09 |   |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

|  |                                  |              |   |
|--|----------------------------------|--------------|---|
| Further embed practices including IEP development, SSG coordination, Behaviour Support Planning, development of Response to Intervention processes and overseeing of Berry St implementation through the role of Wellbeing and Inclusion Leader. | from:<br>Term 1<br>to:<br>Term 4 | \$102,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Inclusion leader</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul> |
| Employment of extra Education Support Staff to provide Tier 2 and Tier 3 learning support and training of staff in required programs. eg. Sounds-Write.  | from:<br>Term 1<br>to:<br>Term 4 | \$27,196.92  | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education support</li> </ul> <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>  |
| <b>Totals</b>  |                                  | \$129,196.92 |   |

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

| Activities and milestones  | When            | Funding allocated (\$) | Category  |
|--|-----------------|------------------------|---|
| Further embed the Berry St principles of morning "Yarning Circles", Brain Breaks and Ready | from:<br>Term 1 | \$10,753.25            | <input checked="" type="checkbox"/> Berry Street Education Model (BSEM) |

|  |                                  |             |   |
|--|----------------------------------|-------------|---|
| to Learn practices as well as further developing knowledge of Trauma Informed practice through participation in the final 2 days of Berry St training. Align Berry St Model with SWPBS strategies already in place.                              | to:<br>Term 4                    |             |   |
| Further embed practices including IEP development, SSG coordination, Behaviour Support Planning, development of Response to Intervention processes and overseeing of Berry St implementation through the role of Wellbeing and Inclusion Leader. | from:<br>Term 1<br>to:<br>Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> Employ staff to support Tier 1 activities |
| <b>Totals</b>  |                                  | \$30,753.25 |   |

### Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$0.00 |

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding



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

Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

| Professional learning priority  | Who   | When                       | Key professional learning strategies  | Organisational structure  | Expertise accessed   | Where                                       |
|---|---|----------------------------|---|---|--|---|
| Staff professional learning is implemented from Term 1 at PLCs for all data sets including PAT-M, PAT-R, DIBELS, MOI to ensure teachers have a clear understanding of the information available in each data set and how this data is used for diagnostic purposes. | <input checked="" type="checkbox"/> School improvement team   | from: Term 1<br>to: Term 3 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> PLC/PLT meeting             | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br><br>DET Data Coach? / EIL? | <input checked="" type="checkbox"/> On-site |
| New software mClass (DIBELS) and No More Marking (Writing Assessment) to be introduced and staff training provided.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> PLC/PLT meeting             | <input checked="" type="checkbox"/> Learning specialist  | <input checked="" type="checkbox"/> On-site |
| Teacher professional learning on elements of Science of Reading and Big 6 to be a focus throughout the year including a whole school curriculum day with Emina McLean on vocabulary.  | <input checked="" type="checkbox"/> Learning specialist(s)  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development  | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> External consultants<br>Emina McLean   | <input checked="" type="checkbox"/> On-site |
| Further embed the Berry St principles of morning "Yarning Circles", Brain   | <input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from: Term 1               | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> External consultants   | <input checked="" type="checkbox"/> On-site |

|   |  |                       |   |  |                                     |  |
|---|--|-----------------------|---|--|-------------------------------------|--|
| <p>Breaks and Ready to Learn practices as well as further developing knowledge of Trauma Informed practice through participation in the final 2 days of Berry St training. Align Berry St Model with SWPBS strategies already in place.</p> |  | <p>to:<br/>Term 4</p> | <p><input checked="" type="checkbox"/> Curriculum development</p> |  | <p>Berry St Education x 2 days.</p> |  |
|---|--|-----------------------|---|--|-------------------------------------|--|