

2023 Annual Implementation Plan

for improving student outcomes

Yarraman Oaks Primary School (4807)



Submitted for review by Tina Ersch (School Principal) on 05 March, 2023 at 12:38 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 27 March, 2023 at 03:45 PM

Endorsed by David Zammit (School Council President) on 02 May, 2023 at 02:22 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	Evolving
	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	

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

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

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

Enter your reflective comments	<ul style="list-style-type: none"> - Leadership, Engagement and Support and Resources are areas of strength. - Teaching and Learning and Assessment are evolving and are focus areas in 2023. In particular having greater consistency of practice and improved data analysis and differentiation. - Student and community engagement in learning continues to be high at YOPS. Staff, students and families are very connected to our school, and supportive of all programs. 2022 ATOS data indicates that the Grade 5 cohort may need extra
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	support.
Considerations for 2023	<ul style="list-style-type: none"> - Consolidating standard whole school practices following several staffing changes in 2022. - Building staff capacity to use data to differentiate. - Establishing a positive, collaborative and connected staff culture. - In Term 4, YOPS will have a School Review and a new SSP will be created.
Documents that support this plan	<p>ATSI Learner Data End 2022.pdf (0.06 MB) PSD Funded Learner Data End 2022 - Sheet1.pdf (0.06 MB)</p>

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To optimise learning growth for all students
Target 2.1	NAPLAN – by band By 2023, the percentage of student NAPLAN results by band will improve in reading and numeracy. Top Two Bands <ul style="list-style-type: none"> ● Year 3 reading, 20% (2018) to 45% ● Year 5 reading, 6% (2018) to 30%. ● Year 3 numeracy, 7% (2018) to 35%. ● Year 5 numeracy, 6% (2018) to 20%. Bottom Two Bands <ul style="list-style-type: none"> ● Year 3 reading, 13% (2018) to 10%. ● Year 5 reading, 39% (2018) to 25%.

	<ul style="list-style-type: none"> • Year 3 numeracy, 47% (2018) to 20%. • Year 5 numeracy, 33% (2018) to 25%.
Target 2.2	<p>NAPLAN – Relative growth</p> <p>By 2023 the percentage of Year 5 students achieving learning growth will increase in reading, writing and numeracy.</p> <p>Reading</p> <ul style="list-style-type: none"> • 75% of students to achieve High or Medium growth • 25% of students to achieve High growth (7.7% in 2018) <p>Writing</p> <ul style="list-style-type: none"> • 85% of students to achieve High or Medium growth • 35% of students to achieve High growth (15.4% in 2018) <p>Numeracy</p> <ul style="list-style-type: none"> • 85% of students to achieve High or Medium growth • 35% of students to achieve High growth (30.8% in 2018)
Target 2.3	<p>Teacher Judgments</p> <p>By 2023, we will increase the number of students Foundation to Year 6 achieving at or above expected level as determined by teacher judgement.</p> <p>Reading- 81% (2018) to 90%</p>

	<p>Speaking and Listening- from 93% (2018) to 95%</p> <p>Writing- from 58% (2018) to 80%</p> <p>Measurement and Geometry- from 81% (2018) to 90%</p> <p>Number and Algebra- from 88% (2018) to 92%</p> <p>Statistics and Probability- from 81% (2018) to 90%</p>
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	Streamline, clarify, communicate and embed whole school planning tools and frameworks
<p>Key Improvement Strategy 2.b Building practice excellence</p>	Strengthen the consistency of Professional Learning Communities to embed agreed whole school instructional models
<p>Key Improvement Strategy 2.c Building practice excellence</p>	Strengthen the capacity of teachers to accurately assess student learning to inform the planning of differentiated learning opportunities
<p>Goal 3</p>	To strengthen student voice, agency and leadership in learning
<p>Target 3.1</p>	<p>Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement measures in the Student Attitudes to School Survey (AToS) will improve in the following Social engagement factors:</p> <ul style="list-style-type: none"> • Sense of connectedness will increase from 70% (2018) to 92%. • Student voice and agency will increase from 60% (2018) to 86%.

	<ul style="list-style-type: none"> • Sense of inclusion will increase from 81% (2018) to 96%.
Target 3.2	<p>Staff Opinion Survey (SOS)</p> <p>By 2023, the Staff Opinion Survey percentage of positive endorsement for Use of student feedback to Improve Practice will increase from 60% (2018) to 90%.</p>
Target 3.3	<p>Parent Opinion Survey (POS)</p> <p>By 2023, the percentage of positive endorsement measures will improve for:</p> <ul style="list-style-type: none"> • Student agency and voice will increase from 89% (2018) to 95%% • Effective teaching will increase from 82% (2018) to 95%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.
Key Improvement Strategy 3.b Empowering students and building school pride	The school community will design opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and agency

Goal 4	Improve engagement in learning for all students
Target 4.1	<p>Student Attitudes to School (AToS)</p> <p>By 2023, the positive percentage endorsement measures in the student Attitudes to School Survey (AToS) will improve in the following Effective Teaching for Cognitive Engagement factors:</p> <ul style="list-style-type: none"> • Differentiate learning challenge will increase from 84% (2018) to 90%. • Stimulating learning will increase from 71% (2018) to 90%.
Target 4.2	<p>Parent Opinion Survey (POS)</p> <p>By 2023, the positive percentage endorsement measures in the Parent Opinion Survey (POS) will improve for:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement will increase from 82% (2018) to 90%. • Stimulating learning will increase from 84% (2018) to 95%.
Target 4.3	<p>Staff opinion survey (SOS)</p> <p>By 2023, the Staff Opinion Survey (SOS) percentage of positive endorsement measures will improve in the following School Climate factors:</p> <ul style="list-style-type: none"> • Trust in students and parents will increase from 40% (2018) to 70%. • Collective focus on student learning will increase from 77% (2018) to 88%.
Target 4.4	Attendance

	Decrease the number of students with 20 or more absence days from 27% (2018) to 18%.
Key Improvement Strategy 4.a Vision, values and culture	Ensure the school community has clear understandings of the school's vision, values, culture and the priorities driving the school improvement agenda
Key Improvement Strategy 4.b Instructional and shared leadership	Embed a distributive instructional leadership model
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Embed highly developed informal and formal structures to engage with, listen and respond to student perspectives and feedback

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING:NAPLANTo increase the number of students in the top two NAPLAN bands as follows:Year 3 reading to be at or above 50% (from 47% in 2022).Year 5 reading to be at or above 30% (from 44% in 2022). Year 3 numeracy to be at or above 35% (from 21% in 2022). Year 5 numeracy to be at or above 30% (from 29% in 2022).To reduce the number of students in the bottom two NAPLAN bands as follows:Year 3 reading to be at 10% (from 13% in 2022).Year 3 numeracy to be at or below 20% (from 25% in 2022).To increase the number of students achieving high or medium relative growth in NAPLAN Writing as follows:85% of students to achieve High or Medium growth (from 71% in 2021).35% of students to achieve High growth (from 14% in 2021).Teacher Judgement For 80% of students, from Foundation to Year 6, to be at or above in Victorian Curriculum Writing scores.WELLBEINGAToSSense of connectedness will increase from 75% (2022) to 92%.Student voice and agency will increase from 61% (2022) to 86%.Sense of inclusion will increase from 84% (2022) to 96%.Stimulating learning will increase from 67% (2022) to 90%.Collective focus on</p>

			student learning will increase from 82% (2022) to 88%.
To optimise learning growth for all students	No	<p>NAPLAN – by band</p> <p>By 2023, the percentage of student NAPLAN results by band will improve in reading and numeracy.</p> <p>Top Two Bands</p> <ul style="list-style-type: none"> • Year 3 reading, 20% (2018) to 45% • Year 5 reading, 6% (2018) to 30%. • Year 3 numeracy, 7% (2018) to 35%. • Year 5 numeracy, 6% (2018) to 20%. <p>Bottom Two Bands</p> <ul style="list-style-type: none"> • Year 3 reading, 13% (2018) to 10%. • Year 5 reading, 39% (2018) to 25%. • Year 3 numeracy, 47% (2018) to 20%. • Year 5 numeracy, 33% (2018) to 25%. 	
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		<p>Teacher Judgments</p> <p>By 2023, we will increase the number of students Foundation to Year 6 achieving at or above expected level as determined by teacher judgement.</p> <p>Reading- 81% (2018) to 90%</p> <p>Speaking and Listening- from 93% (2018) to 95%</p> <p>Writing- from 58% (2018) to 80%</p> <p>Measurement and Geometry- from 81% (2018) to 90%</p> <p>Number and Algebra- from 88% (2018) to 92%</p> <p>Statistics and Probability- from 81% (2018) to 90%</p>	
To strengthen student voice, agency and leadership in learning	No	<p>Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement measures in the Student Attitudes to School Survey (AToS) will improve in the following Social engagement factors:</p> <ul style="list-style-type: none"> • Sense of connectedness will increase from 70% (2018) to 92%. • Student voice and agency will increase from 60% (2018) to 86%. • Sense of inclusion will increase from 81% (2018) to 96%. 	
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Improve engagement in learning for all students	No	<p>Student Attitudes to School (AToS)</p> <p>By 2023, the positive percentage endorsement measures in the student Attitudes to School Survey (AToS) will improve in the following Effective Teaching for Cognitive Engagement factors:</p> <ul style="list-style-type: none"> • Differentiate learning challenge will increase from 84% (2018) to 90%. • Stimulating learning will increase from 71% (2018) to 90%. 	
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		<p>Attendance</p> <p>Decrease the number of students with 20 or more absence days from 27% (2018) to 18%.</p>	

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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.
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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.	

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.
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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	Build staff capacity to analyse and use student data to plan and deliver learning experiences at student point of need in Reading.			
Outcomes	<p>Students receive support at their point of need.</p> <p>Teachers regularly use data to plan for learning.</p> <p>Teachers use student data to identify students' point of need in learning.</p> <p>Teachers select and employ appropriate teaching approaches to support students' at their point of need.</p> <p>Leaders support staff to improve their data and differentiation practices through coaching and providing professional development opportunities.</p>			
Success Indicators	<p>Work programs show evidence of planning for differentiation.</p> <p>Notes from peer observations, learning walks and coaching sessions show that staff are implementing effective differentiation practices.</p> <p>Notes from student focus groups show changes to staff practice.</p> <p>Improved positive endorsement measures in the AtoS factors: stimulated learning, and collective focus on student learning.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of a full time Literacy Learning Specialist with appropriate time fraction dedicated to the role, to model and coach best practice, and guide and assist staff to analyse student Reading data and differentiate learning experiences.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$136,620.07 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The School Leadership Team develop a whole school Literacy improvement plan.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership Team purchase key resources to support and enhance teacher capacity to deliver differentiated learning to students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>School Leadership and the Learning Specialist develop and support the introduction of a new F-2 Literacy work program template.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>School Leadership and the Learning Specialist support F-2 teachers to implement The Little Learners Love Literacy program as part of their Literacy block.</p>	<p><input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>School Leadership and the Learning Specialist support Grade 3-6 teachers to include Reciprocal Reading and Literature Circles in all Grade 3-6 classes.</p>	<p><input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership and the Learning Specialist support classroom teachers to consolidate Fluency Reading Pairs in all F-6 classes.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership and the Learning Specialist organise workshops for staff to build their knowledge of Reading teaching approaches and analysing student reading data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
The School Improvement Team will meet twice a term to review and assess progress on targeted work in the Literacy Improvement Plan and take action as required.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The School Leadership Team will meet with student focus groups to evaluate changes in staff practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	To strengthen our whole school approach to inclusive learning.			
Outcomes	<p>Leaders will support the development, documentation and revision of inclusive learning at YOPS.</p> <p>Wellbeing Team will directly support staff, parents, students, allied health professionals and other relevant SSG members to effectively participate in SSG meetings, analyse SSG minutes and take required actions.</p> <p>Teachers will be able to create high quality IEPs goals.</p> <p>Teachers will use our agreed IEP template to create IEPs and follow our agreed protocols in relation to sharing and storing IEPs.</p> <p>Students will have high quality IEPs and participate in learning activities at their point of need.</p> <p>Students with IEPs will be able to discuss their IEP goals and the progress they are making with their learning.</p> <p>Students, where appropriate, will actively participate in SSG meetings.</p>			
Success Indicators	<p>Policies and work programs will show documentation of inclusive learning.</p> <p>Curriculum documentation will include agreed whole school protocols for inclusive learning.</p> <p>Minutes from Student Support Group (SSG) meetings will be recorded on our new SSG template and the content included in SSG minutes will reflect our new protocols.</p> <p>Improved positive endorsement measures in the AtoS factors: sense of connectedness, student voice and agency and sense of inclusion.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ a full time Wellbeing Coordinator with appropriate time fraction dedicated to the role, to guide and assist staff to create an inclusive learning environment.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$117,829.34 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a whole school inclusive learning improvement plan with support from the Region and target work that will improve inclusion.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise workshops for staff to work with wellbeing staff and school leaders to have input into the review and updating of whole school protocols, processes and documents related to IEPs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
School Leadership Team/Wellbeing Team to create an agreed whole school IEP template and document agreed whole school protocols and processes for the creation, storing, sharing and using IEPs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership Team to organise professional development sessions for teachers to build capacity to write SMART IEP goals.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership Team/Wellbeing Team to review and update SSG template, protocols and processes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$242,927.41	\$242,929.00	-\$1.59
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
Total	\$270,788.66	\$270,790.25	-\$1.59

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employment of a full time Literacy Learning Specialist with appropriate time fraction dedicated to the role, to model and coach best practice, and guide and assist staff to analyse student Reading data and differentiate learning experiences.	\$136,620.07
Employ a full time Wellbeing Coordinator with appropriate time fraction dedicated to the role, to guide and assist staff to create an inclusive learning environment.	\$117,829.34
Totals	\$254,449.41

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a full time Literacy Learning Specialist with appropriate time fraction dedicated to the role, to model and coach best practice, and guide and assist staff to analyse student Reading data and differentiate learning experiences.	from: Term 1 to: Term 1	\$87,203.00	<input checked="" type="checkbox"/> School-based staffing
Employ a full time Wellbeing Coordinator with appropriate time fraction dedicated to the role, to guide and assist staff to create an inclusive learning environment.	from: Term 1 to: Term 1	\$48,959.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$136,162.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Speech therapist employed one day each week.	\$21,000.00
Purchase Library books.	\$500.00
Purchase of laptops for Grade 3 students as part of school Grade 3-6 1:1 laptop program.	\$5,463.00
Employment of two ES staff members 0.61 to provide F-2 classroom aiding five days a week.	\$79,804.00
Employ a psychologist to run small group and 1:1 social skill sessions. Employ Wellbeing Coordinator to source and manage psychologist and sessions.	\$27,861.25
Totals	\$134,628.25

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Speech therapist employed one day each week.	from: Term 1 to: Term 4	\$21,000.00	<input checked="" type="checkbox"/> Support services
Purchase Library books.	from: Term 1 to: Term 2	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Purchase of laptops for Grade 3 students as part of school Grade 3-6 1:1 laptop program.	from: Term 1 to: Term 1	\$5,463.00	<input checked="" type="checkbox"/> Assets
Employment of two ES staff members 0.61 to provide F-2 classroom aiding five days a week.	from: Term 1 to: Term 4	\$79,804.00	<input checked="" type="checkbox"/> School-based staffing
Employ a psychologist to run small group and 1:1 social skill sessions. Employ Wellbeing Coordinator to source and manage psychologist and sessions.	from: Term 2 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Totals		\$106,767.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Speech therapist employed one day each week.	from: Term 1 to: Term 4		
Purchase Library books.	from: Term 1 to: Term 2		
Purchase of laptops for Grade 3 students as part of school Grade 3-6 1:1 laptop program.	from: Term 1 to: Term 1		

Employment of two ES staff members 0.61 to provide F-2 classroom aiding five days a week.	from: Term 1 to: Term 4		
Employ a psychologist to run small group and 1:1 social skill sessions. Employ Wellbeing Coordinator to source and manage psychologist and sessions.	from: Term 2 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Speech therapist employed one day each week.	from: Term 1 to: Term 4	\$0.00	
Purchase Library books.	from: Term 1 to: Term 2	\$0.00	
Purchase of laptops for Grade 3 students as part of school Grade 3-6 1:1 laptop program.	from: Term 1 to: Term 1	\$0.00	
Employment of two ES staff members 0.61 to provide F-2 classroom aiding five days a week.	from: Term 1 to: Term 4	\$0.00	

Employ a psychologist to run small group and 1:1 social skill sessions. Employ Wellbeing Coordinator to source and manage psychologist and sessions.	from: Term 2 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$27,861.25	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
School Leadership Team purchase key resources to support and enhance teacher capacity to deliver differentiated learning to students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
School Leadership and the Learning Specialist develop and support the introduction of a new F-2 Literacy work program template.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy Teaching Toolkit	<input checked="" type="checkbox"/> On-site
School Leadership and the Learning Specialist support F-2 teachers to implement The Little Learners Love Literacy program as part of their Literacy block.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy Teaching Toolkit	<input checked="" type="checkbox"/> On-site
School Leadership and the Learning Specialist support Grade 3-6 teachers to include Reciprocal Reading and	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Literature Circles in all Grade 3-6 classes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
School Leadership and the Learning Specialist support classroom teachers to consolidate Fluency Reading Pairs in all F-6 classes.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy Teaching Toolkit	<input checked="" type="checkbox"/> On-site
Develop a whole school inclusive learning improvement plan with support from the Region and target work that will improve inclusion.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources DET Disability Inclusion resources	<input checked="" type="checkbox"/> On-site
School Leadership Team/Wellbeing Team to create an agreed whole school IEP template and document agreed whole school protocols and processes for the creation, storing, sharing and using IEPs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<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 Disability Inclusion resources Disability Inclusion team	<input checked="" type="checkbox"/> On-site

