

2024 Annual Implementation Plan

for improving student outcomes

Mildura South Primary School (4389)



Submitted for review by Diane Hunt (School Principal) on 20 November, 2023 at 01:12 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 19 March, 2024 at 01:14 PM
Endorsed by Jonathan Belej (School Council President) on 03 May, 2024 at 12:50 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal 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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2024, 75% of students will achieve one year growth using, Pat Testing, On Demand Testing and teacher judgement using the Victorian Curriculum and Faces on Data</p>
<p>Improve the learning growth of every student in literacy and numeracy</p>	Yes	<p>By 2023 the percentage of students meeting NAPLAN benchmark growth or above in reading will improve from 60% to 75% or greater, from 51% to 70% or greater in writing and from 63% to 75% or greater in numeracy.</p>	<p>In 2024 improve the portion of students in the strong proficiency level of Naplan Year 3 reading from 36% In 2024 improve the portion of students in the strong proficiency level of Naplan Year 5 reading from 49% Improve the proportion of students in the strong proficiency level of Naplan Year 3 numeracy from 39% Improve the proportion of students in the strong proficiency level of Naplan Year 5 numeracy from 33%</p>
		<p>By 2023 the percentage of Year 3 students achieving in the top 2 bands of NAPLAN reading will improve from 42% to 60% or greater, in NAPLAN writing from 40% to 50% or greater, and in NAPLAN numeracy from 35% to 45% or greater. By 2023 the percentage of Year 5 students achieving in the top 2 bands of NAPLAN reading will improve from 33% to 35% or greater, in NAPLAN writing from 11% to 20% or greater, and in NAPLAN numeracy from 24% to 30% or greater.</p>	<p>In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 3 reading from 5% In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 5 reading from 6% Improve the proportion of students in the excelling proficiency level of Naplan Year 3 numeracy from 3% Improve the proportion of</p>

			students in the excelling proficiency level of Naplan Year 5 numeracy from 2%
		<p>By 2023 the percentage of Year 3 students achieving in the bottom 2 bands of NAPLAN reading will improve from 15% to 12% or less, in NAPLAN writing from 17% to 12% or less, and in NAPLAN numeracy from 25% to 10% or less.</p> <p>By 2023 the percentage of Year 5 students achieving in the bottom 2 bands of NAPLAN reading will improve from 23% to 20% or less, in NAPLAN writing from 22% to 15% or less, and in NAPLAN numeracy from 16% to 12% or less.</p>	<p>In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 reading from 29%In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 reading from 17%In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 numeracy from 31%In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 numeracy from 28%</p>
		By 2023 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 will improve from 88% to 90% or greater for reading, improve from 85% to 90% or greater for writing and improve from 88% to 90% or greater for numeracy.	By 2024 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 will improve from 88% to 90% or greater for reading, improve from 85% to 90% or greater for writing and improve from 88% to 90% or greater for numeracy.
Improve student engagement and motivation to learn	Yes	<p>By 2023 the percentage of positive responses for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • effective teaching time will improve from 90% to 93% or greater • differentiated learning challenges from 88% to 93% or greater • stimulated learning from 84% to 90% or greater, • learning confidence from 74% to 85% or greater • motivation and interest from 78% to 85% or greater • student voice and agency from 68% to 80% or greater 	<p>By 2024 the percentage of positive responses for the Attitudes to School Survey factors: Effective teaching time will improve from 78% to 85% or greater Differentiated learning challenges will improve from 78% to 85% or greater Stimulated learning will improve from 65% to 80% or greater, Learning confidence will improve from 67% to 75% or greater Motivation and interest will improve from 65% to 80% or greater Student voice and agency will improve from 56% to 75% or greater</p>
		<p>By 2023 improve the School Climate module percentage of positive responses for the of the School Staff Survey factor</p> <ul style="list-style-type: none"> • Academic emphasis from 80% to 85% or greater 	By 2024 improve the School Climate module percentage of positive responses for the of the School Staff Survey factor Academic

		<ul style="list-style-type: none"> • Collective efficacy from 76% to 85% or greater • Teacher collaboration from 76% to 90% or greater. 	<p>emphasis will improve from 74% to 80% or greater Collective efficacy will improve from 93% to 95% or greater Teacher collaboration will improve from 86% to 90% or greater.</p>
		<p>By 2022 results of Visible Wellbeing Survey from Grades 3 - 6 will indicate growth in Wellbeing and Engagement from the baseline data taken in Term 4, 2019.</p> <ul style="list-style-type: none"> • Students understanding and using their strengths <u>always</u> will grow from 21.7% to 35% or greater. • Students paying attention and having awareness <u>always</u> will grow from 18.4% to 30% or greater. 	<p>By 2024, results of Visible Wellbeing Survey from Grade 5 and 6 students will indicate growth in Wellbeing and Engagement from the baseline data taken in Term 1 2023. Grade 5/6 Students- Understanding and using their strengths 'always' will grow from to 45% or to 55% greater. Grade 5/6 Students - Listening to their friends 'always' will improve from 48% to 55%.</p>
Develop a calm and inclusive learning environment which nurtures the social, emotional and academic needs of students	Yes	<p>By 2023 the percentage of positive responses for the Attitudes to School Survey factor</p> <ul style="list-style-type: none"> • classroom behaviour will improve from 78% to 85% • teacher concern from 77% to 85% • resilience from 76% to 85% • self-regulation and goal setting from 86% to 90% • school connectedness from 77% to 90% or greater • sense of inclusion from 89% to 93% or greater 	<p>By 2024 the percentage of positive responses for the Attitudes to School Survey factor: Classroom behaviour will improve from 72% to 80% Teacher concern will improve from 68% to 80% Self-regulation and goal setting will improve from 60% to 75% School connectedness will improve from 60% to 75% or greater Sense of inclusion will improve from 82% to 90% or greater</p>
		<p>By 2023 reduce the percentage of students with 20 or more absence days from 19% to 15%.</p>	<p>By 2024 reduce the percentage of students with 20 or more absence days from 35% to 20% By 2024 the percentage of positive responses for the Attitudes to School Survey factor: Attitude to attendance will improve from 74% to 80%</p>

Goal 1	<p>Priorities goal 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>
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12-month target 1.1-month target	By 2024, 75% of students will achieve one year growth using, Pat Testing, On Demand Testing and teacher judgement using the Victorian Curriculum and Faces on Data	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	Improve the learning growth of every student in literacy and numeracy	
12-month target 2.1-month target	In 2024 improve the portion of students in the strong proficiency level of Naplan Year 3 reading from 36% In 2024 improve the portion of students in the strong proficiency level of Naplan Year 5 reading from 49% Improve the proportion of students in the strong proficiency level of Naplan Year 3 numeracy from 39% Improve the proportion of students in the strong proficiency level of Naplan Year 5 numeracy from 33%	
12-month target 2.2-month target	In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 3 reading from 5% In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 5 reading from 6% Improve the proportion of students in the excelling proficiency level of Naplan Year 3 numeracy from 3% Improve the proportion of students in the excelling proficiency level of Naplan Year 5 numeracy from 2%	
12-month target 2.3-month target	In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 reading from 29% In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 reading from 17% In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 numeracy from 31% In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 numeracy from 28%	

12-month target 2.4-month target	By 2024 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 will improve from 88% to 90% or greater for reading, improve from 85% to 90% or greater for writing and improve from 88% to 90% or greater for numeracy.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build teacher knowledge and understanding of the English and mathematics curriculum	No
KIS 2.b Excellence in teaching and learning	Build teacher capacity to analyse assessment data and evidence to inform differentiated teaching and learning	No
KIS 2.c Excellence in teaching and learning	Embed an agreed and consistently implemented instructional model	Yes
KIS 2.d Excellence in teaching and learning	Establish effective Professional Learning Communities (PLC's)	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.	<p>All of the above are necessary to facilitate the Vision of the School: School Vision</p> <ul style="list-style-type: none"> All students can achieve high standards given the right time and the right support All teachers can teach to high standards given time, coaching, professional learning and the right assistance High expectations, teaching to the point of need and early ongoing intervention are essential All leaders, teachers and students can articulate what they are learning and what success looks like <p>Clarity Lyn Sharratt 2019</p>	
Goal 3	Improve student engagement and motivation to learn	

12-month target 3.1-month target	<p>By 2024 the percentage of positive responses for the Attitudes to School Survey factors:</p> <p>Effective teaching time will improve from 78% to 85% or greater Differentiated learning challenges will improve from 78% to 85% or greater Stimulated learning will improve from 65% to 80% or greater, Learning confidence will improve from 67% to 75% or greater Motivation and interest will improve from 65% to 80% or greater Student voice and agency will improve from 56% to 75% or greater</p>	
12-month target 3.2-month target	<p>By 2024 improve the School Climate module percentage of positive responses for the of the School Staff Survey factor</p> <p>Academic emphasis will improve from 74% to 80% or greater Collective efficacy will improve from 93% to 95% or greater Teacher collaboration will improve from 86% to 90% or greater.</p>	
12-month target 3.3-month target	<p>By 2024, results of Visible Wellbeing Survey from Grade 5 and 6 students will indicate growth in Wellbeing and Engagement from the baseline data taken in Term 1 2023.</p> <p>Grade 5/6 Students- Understanding and using their strengths 'always' will grow from to 45% or to 55% greater. Grade 5/6 Students - Listening to their friends 'always' will improve from 48% to 55%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Build a common understanding of ways to empower students in their learning	Yes
KIS 3.b Positive climate for learning	Develop intellectual engagement and self-awareness through student voice, agency and VIA character strengths	No

<p>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>	<p>Data taken from all year 4 students in 2023 indicated that students felt that they were not being given choices in their own journey of learning. Of 62 students questioned 36% felt they always or mostly had a choice in learning, while 50% said sometimes. 2023 Attitude to School Survey data had 56% of students in grade 4-6 had a positive result in regards to Student Voice and Agency.</p>	
<p>Goal 4</p>	<p>Develop a calm and inclusive learning environment which nurtures the social, emotional and academic needs of students</p>	
<p>12-month target 4.1-month target</p>	<p>By 2024 the percentage of positive responses for the Attitudes to School Survey factor:</p> <p>Classroom behaviour will improve from 72% to 80% Teacher concern will improve from 68% to 80% Self-regulation and goal setting will improve from 60% to 75% School connectedness will improve from 60% to 75% or greater Sense of inclusion will improve from 82% to 90% or greater</p>	
<p>12-month target 4.2-month target</p>	<p>By 2024 reduce the percentage of students with 20 or more absence days from 35% to 20% By 2024 the percentage of positive responses for the Attitudes to School Survey factor: Attitude to attendance will improve from 74% to 80%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 4.a Positive climate for learning</p>	<p>Embed a schoolwide Positive Education culture through participation in a Community of Practice with Mildura Primary School and Chaffey Secondary College</p>	<p>No</p>
<p>KIS 4.b Excellence in teaching and learning</p>	<p>Build teacher capacity to provide a positive learning culture</p>	<p>Yes</p>

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.

Data taken from all year 4 students in 2023 indicated that students didn't always feel respected by other students. Of the 62 students questioned, 40% stated always, 16% said mostly while 29% stated sometimes and 14% were either a little bit or they weren't respected.
2023 Attitudes to School Survey data had 60% of students in grade 4-6 had a positive result in regards to a sense of connectedness.

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal 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.
12-month target 1.1 target	By 2024, 75% of students will achieve one year growth using, Pat Testing, On Demand Testing and teacher judgement using the Victorian Curriculum and Faces on Data
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Dual Principal partnership focusing upon building capacity in others for consistency. An Explicit Systematic Approach to Reading and Spelling for Foundation to Year Two to be implemented. An Explicit Systematic Approach to Spelling for grades 3-6 to be implemented. Rich Learning Tasks and Open Ended Numeracy Tasks will continue to be embedded in all year levels, where teachers experience the task in their PLC, prior to teaching it in their classroom. Unpacking the new mathematics curriculum with staff during PLCs. A highly skilled teacher employed to work with funded Koorie students for Literacy and Numeracy.
Outcomes	Leadership will: Continue to build capacity through Communities of Practice in Literacy and Numeracy, Principal Network Meetings and Principal Forums and other external professional development. Classroom Teachers will: Build a positive and confident disposition towards the teaching of mathematics, developing commitment to explicit guided teaching and rich learning tasks. Students will: Identify their learning, articulate where they are heading in their learning and how they are going to get there.

	Identify their strengths related to academic strengths.			
Success Indicators	<p>Faces On Data tracking ILPs and SSGs Tracking the progress of the 19 students who are in the proficiency of Developing in Y3 Reading. Tracking the progress of the 16 students who are in the proficiency of Developing in Y3 Numeracy.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Numeracy Learning Specialist and Co-Principal to work across the whole school working in teams to devise open ended rich learning tasks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Literacy Learning Specialist to work with Literacy Tutor to implement the 'Explicit Systematic Approach to Reading and Spelling' through whole staff PD, modelling, and coaching.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy network teacher <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve the learning growth of every student in literacy and numeracy			
12-month target 2.1 target	<p>In 2024 improve the portion of students in the strong proficiency level of Naplan Year 3 reading from 36% In 2024 improve the portion of students in the strong proficiency level of Naplan Year 5 reading from 49%</p>			

	<p>Improve the proportion of students in the strong proficiency level of Naplan Year 3 numeracy from 39%</p> <p>Improve the proportion of students in the strong proficiency level of Naplan Year 5 numeracy from 33%</p>			
12-month target 2.2 target	<p>In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 3 reading from 5%</p> <p>In 2024 improve the proportion of students in the excelling proficiency level of Naplan Year 5 reading from 6%</p> <p>Improve the proportion of students in the excelling proficiency level of Naplan Year 3 numeracy from 3%</p> <p>Improve the proportion of students in the excelling proficiency level of Naplan Year 5 numeracy from 2%</p>			
12-month target 2.3 target	<p>In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 reading from 29%</p> <p>In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 reading from 17%</p> <p>In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 3 numeracy from 31%</p> <p>In 2024 reduce the proportion of students in the needs support proficiency level of Naplan Year 5 numeracy from 28%</p>			
12-month target 2.4 target	<p>By 2024 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 will improve from 88% to 90% or greater for reading, improve from 85% to 90% or greater for writing and improve from 88% to 90% or greater for numeracy.</p>			
KIS 2.c Building practice excellence	Embed an agreed and consistently implemented instructional model			
Actions	<p>Learning Specialists to coach all year levels during PLC's.</p> <p>Co-Principal to individually coach new staff.</p> <p>Every coordinator to be given time to model best practice and to observe and give feedback to teachers in their team.</p> <p>For teachers to have Bump it up Walls in their classrooms where students more their face to the appropriate skill.</p>			
Outcomes	<p>Academic emphasis in the Teacher Survey will increase from 76%</p> <p>Specific focus on the Victorian Curriculum, staff and students being able to identify the skill they are learning, what success looks like and the strategies they are using to achieve success.</p> <p>Students being able to articulate what skill they are currently working on and what they need to work on next.</p>			
Success Indicators	<p>Pat Testing - Reading, Maths and Spelling</p> <p>On Demand Data - Reading and Maths</p> <p>Learning Tasks, four per term for every child.</p> <p>Early Numeracy Interview</p> <p>Online English Interview.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Teachers given professional development on giving timely and specific feedback to students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers empowering students to know what skill, knowledge or understanding they are working on and what skill knowledge or understanding they need to learn next.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$358,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 3	Improve student engagement and motivation to learn			
12-month target 3.1 target	By 2024 the percentage of positive responses for the Attitudes to School Survey factors: Effective teaching time will improve from 78% to 85% or greater Differentiated learning challenges will improve from 78% to 85% or greater Stimulated learning will improve from 65% to 80% or greater, Learning confidence will improve from 67% to 75% or greater Motivation and interest will improve from 65% to 80% or greater Student voice and agency will improve from 56% to 75% or greater			
12-month target 3.2 target	By 2024 improve the School Climate module percentage of positive responses for the of the School Staff Survey factor Academic emphasis will improve from 74% to 80% or greater Collective efficacy will improve from 93% to 95% or greater Teacher collaboration will improve from 86% to 90% or greater.			
12-month target 3.3 target	By 2024, results of Visible Wellbeing Survey from Grade 5 and 6 students will indicate growth in Wellbeing and Engagement from the baseline data taken in Term 1 2023. Grade 5/6 Students- Understanding and using their strengths 'always' will grow from to 45% or to 55% greater.			

	Grade 5/6 Students - Listening to their friends 'always' will improve from 48% to 55%.			
KIS 3.a Empowering students and building school pride	Build a common understanding of ways to empower students in their learning			
Actions	Students to be given opportunities to create their own learning goals. Students to have a say in the type of learning that they would like to do. To include 'Child Safety' as an agenda item on the Student Leadership meetings.			
Outcomes	Students will be able to articulate the strengths they have used to achieve their goals. Students will be able to give feedback in regards to the Three Way Conferences.			
Success Indicators	Collection and analysis of data collected from Year 5 students in term 3 to compare with data taken from grade 4 in term 3 of 2023 in relation to student interest in their learning and student choice. The Attitude to School Survey result will be greater than 65% in regard to Motivation and Interest.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Students to be given opportunities to develop their own learning goals. Students to explicitly given choices with their learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 4	Develop a calm and inclusive learning environment which nurtures the social, emotional and academic needs of students			
12-month target 4.1 target	By 2024 the percentage of positive responses for the Attitudes to School Survey factor: Classroom behaviour will improve from 72% to 80% Teacher concern will improve from 68% to 80%			

	<p>Self-regulation and goal setting will improve from 60% to 75%</p> <p>School connectedness will improve from 60% to 75% or greater</p> <p>Sense of inclusion will improve from 82% to 90% or greater</p>
12-month target 4.2 target	<p>By 2024 reduce the percentage of students with 20 or more absence days from 35% to 20%</p> <p>By 2024 the percentage of positive responses for the Attitudes to School Survey factor: Attitude to attendance will improve from 74% to 80%</p>
KIS 4.b Building practice excellence	Build teacher capacity to provide a positive learning culture
Actions	<p>Assistant Principal with the main role of Wellbeing as well as a Wellbeing teacher.</p> <p>Lea Waters will continue to work with the Visible Wellbeing Learning Specialist.</p> <p>To hold a Wellbeing For Breakfast community event.</p> <p>Outdoor Education continue to evolve and will have a team approach for 2024, rather than one staff member organising all aspects of the program.</p> <p>A Koorie Perspective Coordinator has been appointed at the end of 2023 and will liaise with our KESO to embed Koorie Perspective throughout the school.</p> <p>In addition to Koorie ILP nights, an afternoon tea will be held for EAL families twice per year.</p> <p>Partnership with Chaffey Secondary College</p>
Outcomes	<p>Building the capacity of Wellbeing educators throughout the school.</p> <p>Visible Wellbeing Learning Specialist to work across all year levels to implement Guided Visible Wellbeing sessions.</p> <p>To broaden our Positive Education from our school community out to the Mildura Community.</p> <p>Improved transition for our grade 6 students into year 7.</p>
Success Indicators	<p>Leadership and Classroom teachers will:</p> <p>Reduce the amount of 20 or more student absence days from 35% to 20%.</p> <p>The Attitude to School Survey result in regards to 'I know what to do if I experience racism' will improve from 79%</p> <p>Students will:</p> <p>Understand acceptance and value Koori perspective</p> <p>Develop their own self identity and a sense of Belonging.</p>

Be calm and ready to learn Grow in their self regulation				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Lea Waters to continue to coach the Visible Wellbeing Learning Specialist	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,765.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assistant Principal to mentor Wellbeing Teacher and other staff in wellbeing across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,728.06 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$611,070.64	\$610,000.00	\$1,070.64
Disability Inclusion Tier 2 Funding	\$288,791.07	\$288,000.00	\$791.07
Schools Mental Health Fund and Menu	\$62,493.06	\$62,493.06	\$0.00
Total	\$962,354.77	\$960,493.06	\$1,861.71

Activities and milestones – Total Budget

Activities and milestones	Budget
The Numeracy Learning Specialist and Co-Principal to work across the whole school working in teams to devise open ended rich learning tasks.	\$110,000.00
Literacy Learning Specialist to work with Literacy Tutor to implement the 'Explicit Systematic Approach to Reading and Spelling' through whole staff PD, modelling, and coaching.	\$190,000.00
Teachers given professional development on giving timely and specific feedback to students.	\$140,000.00
Teachers empowering students to know what skill, knowledge or understanding they are working on and what skill knowledge or understanding they need to learn next.	\$358,000.00
Students to be given opportunities to develop their own learning goals. Students to explicitly given choices with their learning.	\$100,000.00

Lea Waters to continue to coach the Visible Wellbeing Learning Specialist	\$16,765.00
Assistant Principal to mentor Wellbeing Teacher and other staff in wellbeing across the school.	\$45,728.06
Totals	\$960,493.06

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
The Numeracy Learning Specialist and Co-Principal to work across the whole school working in teams to devise open ended rich learning tasks.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
Literacy Learning Specialist to work with Literacy Tutor to implement the 'Explicit Systematic Approach to Reading and Spelling' through whole staff PD, modelling, and coaching.	from: Term 1 to: Term 4	\$190,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Teachers given professional development on giving timely and specific feedback to students.	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Teachers empowering students to know what skill, knowledge or understanding they are working on and what skill knowledge or understanding they need to learn next.	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing

Totals		\$610,000.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
The Numeracy Learning Specialist and Co-Principal to work across the whole school working in teams to devise open ended rich learning tasks.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Teachers empowering students to know what skill, knowledge or understanding they are working on and what skill knowledge or understanding they need to learn next.	from: Term 1 to: Term 4	\$158,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Students to be given opportunities to develop their own learning goals. Students to explicitly given choices with their learning.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$288,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Lea Waters to continue to coach the Visible Wellbeing Learning Specialist	from: Term 1 to: Term 4	\$16,765.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Assistant Principal to mentor Wellbeing Teacher and other staff in wellbeing across the school.	from: Term 1 to: Term 4	\$45,728.06	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$62,493.06	

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
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Totals		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Literacy Learning Specialist to work with Literacy Tutor to implement the 'Explicit Systematic Approach to Reading and Spelling' through whole staff PD, modelling, and coaching.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy network teacher <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site
Lea Waters to continue to coach the Visible Wellbeing Learning Specialist	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Professor Lea Waters 	<input checked="" type="checkbox"/> On-site