

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Brunswick South West Primary School (4304)



**Brunswick South-West**  
Primary School

Submitted for review by Emma Fuller (School Principal) on 09 January, 2024 at 12:01 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 March, 2024 at 09:17 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

|                       | FISO 2.0 dimensions  | Self-evaluation level |
|-----------------------|--|-----------------------|
| 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  |                       |
|                       | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core   |                       |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs   |                       |
|                       | 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 |                       |

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

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

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

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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> | 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>Learning: NAPLAN Reading: For year 3 and year 5 to increase for Exceeding and Strong from 87% to 90%EAL vs non-EAL increase the percentage of students in the exceeding range from 33% to 40%in year 3. Increase the percentage of year 5 students in the exceeding range from 43% to 50%Teacher Judgement Data: In 2024 Semester 1 there will be a greater correlation between students in the Exceeding and Strong proficiencies in NAPLAN and above age-expected level in Teacher Judgement. Reduce the difference between exceeding (47%) and above age expected level (38%) by 5% in year 3<br/>Reading.SSS - Promote student ownership of goals from 62% positive 2023 to 75% 2024Use student feedback to improve practice from 52% positive in 2023 to 60% 2024Seek feedback to improve practice from 48% in 2023 to 60% 2024AToSS - Teacher concern from 64% in 2019 to 90% in 2024Sense of connectedness from 89% positive in 2023 to 90% 2024Effective classroom behaviour from 83% positive in 2023 to 90% 2024POS - Confidence and resiliency skills from 70% in 2019 to 90% in 2024 Student agency and voice from 62% in 2019 to 90% in 2024High</p> |

|   |    |   |  |
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|   |    |   | expectations for success from 76% positive in 2023 to 80% 2024 |
| Improve Literacy outcomes for all students. | No | <p>NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> <li>* Year 5 Spelling from 41% (2018–21) to 50% in 2024</li> <li>* Year 5 Grammar and Punctuation from 46% (2018–21) to 50% in 2024</li> <li>* Year 5 Writing from 24% (2018–21) to 30% in 2024</li> <li>* Year 3 Spelling from 55% (2018–21) to 60% in 2024</li> <li>* Year 3 Grammar and Punctuation from 65% (2018–21) to 75% in 2024</li> <li>* Year 3 Writing from 53% (2018–21) to 70% in 2024</li> </ul>  |  |
|   |    | <p>NAPLAN—growth</p> <p>Increase the percentage of students making above benchmark growth in:</p> <ul style="list-style-type: none"> <li>* Writing from 21% (2018–20) to 30% in 2024</li> <li>* Reading from 28% (2018–20) to 35% in 2024</li> <li>* Spelling from 22% (2018–20) to 30% in 2024</li> <li>* Grammar and Punctuation from 23% (2018–20) to 30% in 2024</li> </ul> <p>Decrease the percentage of students making below benchmark growth in:</p> <ul style="list-style-type: none"> <li>* Writing from 27% (2018–20) to 20% in 2024</li> <li>* Reading from 18% (2018–20) to 15% in 2024</li> <li>* Spelling from 23% (2018–20) to 20% in 2024 * Grammar and Punctuation from 32% (2018–20) to 25% in 2024</li> </ul> |  |
|   |    | <p>TEACHER JUDGEMENTS—growth</p> <p>Increase, to levels reflected in NAPLAN results, the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> <li>* Reading from 6.6% (2019) to 30% in 2024</li> <li>* Writing from 7.6% (2019) to 30% in 2024</li> <li>* Speaking and Listening from 6.0% (2019) to 30% in 2024</li> </ul>   |  |
|   |    | STAFF OPINION   |  |

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|  |    | <p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>* Guaranteed and viable curriculum from 78% in 2019 to 90% in 2024</li> <li>* Teacher collaboration from 44% in 2020 to 80% in 2024</li> <li>* Use pedagogical model from 50% in 2020 to 90% in 2024</li> <li>* Professional learning through peer observation from 30% in 2020 to 80% in 2024</li> </ul> |  |
| Enhance student voice and agency.      | No | <p><b>STUDENT ATTITUDES</b></p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 57% in 2019 to 90% in 2024</li> </ul>   |  |
|  |    | <p><b>STAFF OPINION</b></p> <p>Factors in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of goals from 55% in 2020 to 90% in 2024</li> <li>• Use student feedback to improve practice from 75% in 2020 to 90% in 202</li> <li>• Seek feedback to improve practice from 71% in 2020 to 90% in 2024</li> </ul>                     |  |
|  |    | <p><b>PARENT OPINION</b></p> <p>Factors in the Parent Opinion Survey (POS) to reflect the following endorsement</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 62% in 2019 to 90% in 2024</li> <li>• High expectations for success from 72% in 2019 to 90% in 2024</li> </ul>   |  |
| Improve the wellbeing of all students. | No | <p><b>STUDENT ATTITUDES</b></p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 64% in 2019 to 90% in 2024</li> <li>• Sense of connectedness from 72% in 2019 to 90% in 2024</li> </ul>  |  |

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|  |  | <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 70% in 2019 to 90% in 2024</li> </ul>  |  |
|  |  | <p>PARENT OPINION</p> <p>Factors in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 70% in 2019 to 90% in 2024</li> </ul> |  |

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| <b>Goal 1</b>                           | <p><b>Priorities goal</b></p> <p><b>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.</b></p>   |
| <b>12-month target 1.1-month target</b> | <p>Learning:</p> <p>NAPLAN Reading:</p> <p>For year 3 and year 5 to increase for Exceeding and Strong from 87% to 90%</p> <p>EAL vs non-EAL increase the percentage of students in the exceeding range from 33% to 40% in year 3. Increase the percentage of year 5 students in the exceeding range from 43% to 50%</p> <p>Teacher Judgement Data: In 2024 Semester 1 there will be a greater correlation between students in the Exceeding and Strong proficiencies in NAPLAN and above age-expected level in Teacher Judgement. Reduce the difference between exceeding (47%) and above age expected level (38%) by 5% in year 3 Reading.</p> <p>SSS - Promote student ownership of goals from 62% positive 2023 to 75% 2024</p> <p>Use student feedback to improve practice from 52% positive in 2023 to 60% 2024</p> <p>Seek feedback to improve practice from 48% in 2023 to 60% 2024</p> <p>AToSS - Teacher concern from 64% in 2019 to 90% in 2024</p> <p>Sense of connectedness from 89% positive in 2023 to 90% 2024</p> <p>Effective classroom behaviour from 83% positive in 2023 to 90% 2024</p> <p>POS - Confidence and resiliency skills from 70% in 2019 to 90% in 2024 Student agency and voice from 62% in 2019 to 90% in 2024</p> <p>High expectations for success from 76% positive in 2023 to 80% 2024</p> |

| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
|---|--|---|
| <b>KIS 1.a</b>  | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes                                       |
| <b>KIS 1.b</b>  | 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 2024.         |   |



# Define actions, outcomes, success indicators and activities

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| <p><b>Goal 1</b></p>   | <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>  |
| <p><b>12-month target 1.1 target</b></p>   | <p>Learning:<br/>         NAPLAN Reading:<br/>         For year 3 and year 5 to increase for Exceeding and Strong from 87% to 90%<br/>         EAL vs non-EAL increase the percentage of students in the exceeding range from 33% to 40% in year 3. Increase the percentage of year 5 students in the exceeding range from 43% to 50%</p> <p>Teacher Judgement Data: In 2024 Semester 1 there will be a greater correlation between students in the Exceeding and Strong proficiencies in NAPLAN and above age-expected level in Teacher Judgement. Reduce the difference between exceeding (47%) and above age expected level (38%) by 5% in year 3 Reading.</p> <p>SSS - Promote student ownership of goals from 62% positive 2023 to 75% 2024<br/>         Use student feedback to improve practice from 52% positive in 2023 to 60% 2024<br/>         Seek feedback to improve practice from 48% in 2023 to 60% 2024</p> <p>AToSS - Teacher concern from 64% in 2019 to 90% in 2024<br/>         Sense of connectedness from 89% positive in 2023 to 90% 2024<br/>         Effective classroom behaviour from 83% positive in 2023 to 90% 2024</p> <p>POS - Confidence and resiliency skills from 70% in 2019 to 90% in 2024 Student agency and voice from 62% in 2019 to 90% in 2024<br/>         High expectations for success from 76% positive in 2023 to 80% 2024</p> |
| <p><b>KIS 1.a</b><br/>         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</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>  |

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| <b>Actions</b>  | <p>Build staff capacity to identify and meet students' individual learning needs in Reading</p> <p>Build staff capacity in implementing the HITS with focuses on goal setting and feedback in Reading</p>   |
| <b>Outcomes</b> | <p>Principal class will:</p> <ul style="list-style-type: none"> <li>Attend PLC meetings regularly as co-learners to monitor progress against the AIP</li> <li>Observe classroom practice to monitor progress against the AIP</li> <li>Review documentation to monitor progress against the AIP</li> <li>Ensure all staff are aware of the actions and targets of the AIP</li> <li>Monitor the learning walk process for 2024 as a continuation from 2023</li> <li>Engage in informal walk-throughs</li> <li>Professional Learning Schedule allowing for multiple exposures and sequential learning relating to the AIP</li> <li>Have identified up to 50 students across the school, in need of targeted academic support or intervention and students that need enrichment/ / extension and discuss needs as part of SIT meetings</li> </ul> <p>Learning Specialists will:</p> <ul style="list-style-type: none"> <li>Model evidence-based teaching practices in literacy and numeracy</li> <li>Use, model and promote the use of data analysis and evidence to pinpoint learner need</li> <li>Ensure the processes related to assessment are modelled, understood and encouraged</li> <li>Facilitate Learning walks with staff using the FISO improvement cycle</li> <li>Plan for and deliver learning experiences for staff around the HITS and formative assessment in numeracy and reading</li> <li>Coaching staff across the school using the coaching cycle</li> <li>Supporting and mentoring staff across the school as required</li> </ul> <p>Leading Teacher will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of PLC planning by actively observe classroom practice</li> <li>Ensure the processes related to assessment are known, understood, followed and reviewed</li> <li>Identify students across the school in need of targeted academic support as per TLI guidelines and students for extension and enrichment</li> <li>Facilitate Learning walks with staff using the FISO improvement cycle</li> <li>To ensure the data is used, reviewed and reflective of learners' needs</li> <li>Model goal setting and feedback in literacy and numeracy</li> </ul> <p>Teachers will:</p> |

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|----------------------------------|--|
|                                  | <p>Consistently take anecdotal notes from reading groups/conferring linked to the students' individual/group learning goal</p> <p>Bring data for PLC planning based on the planning schedule</p> <p>Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs</p> <p>Use Learning Walk data to improve practice through the Improvement Cycle</p> <p>Facilitate focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently.</p> <p>Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals.</p> <p>Participate in coaching cycles to improve practice</p> <p>Education Support staff will:</p> <p>Support students and programs across the school</p> <p>Attend Professional Learning as required</p> <p>Students will:</p> <p>Know the intent of the lesson, understand what success looks like, and reflect on their learning experience</p> <p>Work productively and understand their role and the teacher's role at each phase of the Reading workshop</p> <p>Know their individual goals and strategies to work towards them</p> <p>Provide regular feedback to teachers through conferring about their learning</p> <p>Be able to reflect on their own learning and individual goals</p> <p>Collaboratively construct their next learning goal</p> |
| <p><b>Success Indicators</b></p> | <p>Early Indicators:</p> <p>Classroom observations and learning walks</p> <p>Documented coaching and lesson observations</p> <p>Professional learning plans</p> <p>Planning documents</p> <p>Whole school documents</p> <p>Teachers will have:</p> <p>Formative assessment data for all students</p> <p>Anechdotal notes of student progress</p> <p>An individual planner that identifies how students are differentiated for within lessons</p> <p>Late Indicators:</p> <p>Student feedback on their Learning and Learner Agency</p>  |

|  | Increase in positive responses for Learning through AToSS<br>Progress against Individual Learning Plans<br>Increase in reading growth data<br>Consistency in Naplan comparison to Teacher Judgements   |  |                                  |                                   |
|--|--|--|----------------------------------|-----------------------------------|
| Activities   | People responsible   | Is this a PL priority                            | When                             | Activity cost and funding streams |
| Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents and observations across the school.  | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                            |
| Facilitate and implement Learning Walks, guiding staff to use the FISO Improvement Cycle to improve practice.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00                            |
| Plan for and deliver learning experiences for staff around HITS and assessment in reading  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><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 4 | \$0.00                            |
| Implement (new staff induction) and monitor the instructional model in Reading. Undertake Readers Workshop observations to evaluate and monitor consistency of practice, providing feedback. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                            |

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|  | <input checked="" type="checkbox"/> Teacher(s)   |   |                                  |   |
| Building capacity for staff to use a range of formative assessment to plan for students at their point of need.  | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Coach and mentor staff across the school to improve practice (instructional coaching model)  | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Promote the use of HITS through PLC planning, coaching and modelling and professional learning.  | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Evaluate and monitor how teachers are using HITS during PLC planning and in their classrooms. Provide the necessary support for deeper implementation where necessary. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Implement the TLI to targeted groups of students across the school, focusing on Reading, Writing and Number.   | <input checked="" type="checkbox"/> Leading teacher(s)   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$44,171.42<br><br><input checked="" type="checkbox"/> Disability Inclusion<br>Tier 2 Funding will be<br>used |
| <b>KIS 1.b</b><br>The strategic direction and deployment of resources to create and reflect shared goals   | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |   |                                  |   |

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| <p>and values; high expectations; and a positive, safe and orderly learning environment</p> |   |
| <p><b>Actions</b></p>   | <p>Establish a multi-tiered system of support model to support students' wellbeing and behaviour</p> <p>To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.</p> <ul style="list-style-type: none"> <li>• Introduce School-wide Positive Behaviour Support (SWPBS)</li> <li>• Establish SWPBS the essential features of Tier 1</li> <li>• Implement SWPBS features with fidelity</li> </ul>  |
| <p><b>Outcomes</b></p>  | <p>Principal class will:</p> <p>Support the continuous development, documentation and revision of a multi-tiered system of support model to support students' wellbeing and behaviour</p> <p>Be able to recognise, respond to and refer students or teachers to mental health agencies</p> <p>Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision.</p> <ul style="list-style-type: none"> <li>• Leaders monitor and analyse behaviour referral data</li> <li>• Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS</li> </ul> <p>The MHWL will:</p> <p>Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students, to continuously improve our multi-tiered approach.</p> <p>Lead and coordinate the implementation of RRRR and SWPBS as part of our Tier 1 supports</p> <p>Observe the implementation of SWPBS within lessons</p> <p>Lead the Wellbeing team to implement SWPBS with fidelity</p> <p>Evaluate student mental health and wellbeing data to ensure the necessary supports are put in place as needed</p> <p>Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys</p> <p>Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for</p> <p>Learning Specialists will:</p> <p>Observe the implementation of SWPBS within lessons</p> <p>Model SWPBS through teaching and learning</p> |

Wellbeing Leaders will:

Support the fortnightly student case-presentation process  
Implement SWPBS with fidelity as part of the SWPBS team

Teachers will:

Follow the referral process  
Plan, prepare and deliver weekly RRRR lessons as per the SEL scope and sequence  
Participate in readings and professional learning to build teachers' mental health literacy  
Complete the data collection termly for the mental health continuum to track changes in students  
Collect, Analyse and Respond to the Mental Health and Wellbeing Data to increase students' protective factors  
Explicitly teach school-wide expected behaviours  
Understand and support the SWPBS philosophy  
Understand and follow the protocols for recording student behaviour concerns on Compass  
Use agreed practices and consistent language to reinforce positive behaviours and discourage inappropriate behaviours

Education Support Staff and admin staff will:

Complete professional learning as directed  
Understand and support the SWPBS philosophy  
Understand and follow the protocols for recording student behaviour concerns on Compass  
Use agreed practices and consistent language to reinforce positive behaviours and discourage inappropriate behaviours  
Consult with teaching staff/leadership around student learning goals and strategies as per Behaviour Support Plans (BSP)

Students will:

Be able to explain what positive mental health means and where they can seek support at school  
Be able to identify a teacher/adult in school who they can seek support from (AToSS)  
Articulate the school-wide expected behaviours and major and minor behaviours, including the weekly focus  
Identify expected behaviours in different settings  
Be part of the SWPBS team

Parents/ carers will:

Understand the desired school behaviours and the procedures for responding to major and minor behaviours

| <b>Success Indicators</b>   | <p>Early indicators:<br/> Policies and programs will show documentation of our wellbeing response<br/> Curriculum documentation will show plans for social and emotional learning<br/> Student support resources displayed around the school will show how students can seek support<br/> At least 80% progress on SWPBS Universal Prevention Part A Action Plan.<br/> SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.'<br/> Tiered Fidelity inventory score of at least 70%</p> <p>Late indicators:<br/> Teacher surveys on effectiveness of the MHIPS support in schools and SWPBS surveys<br/> Data used to identify students in need of targeted support<br/> Positive change in ATOSS<br/> Reductions in exclusionary discipline as measured through:<br/> Compass Chronicles<br/> Staff behaviour referrals<br/> Leadership phone calls</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>  |
| Lead and implement the Effective Teaching and Learning Practices for Behaviour across the school by developing staff capability in practices that increase engaged and instructional time in the classroom. We will be focusing on Practices 1-4. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership partners (DSSI)<br><input checked="" type="checkbox"/> Mental health and wellbeing leader  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$3,600.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Evaluate student mental health and wellbeing data (surveys, MHC) for SIT to reflect and action  | <input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Build staff capacity with their understanding of how to notice, support and refer students through BSWPS referral process, including nominating a staff member to begin a Masters of Inclusive Education.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Mental health and wellbeing leader  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |



|   |  |   |                                  |   |
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| Establish an SWPBS team comprising relevant leaders, well-being staff, other staff (admin and specialists), students and parent representation                    | <input checked="" type="checkbox"/> Assistant principal  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00  |
| The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Wellbeing team  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$15,000.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Schedule and run whole school consultation to inform the design of the expected behaviours and appropriate reinforcements and consequences                        | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 2 | \$15,000.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS data based on data collected from term 1 (PDPs) | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Wellbeing team  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 3<br>to:<br>Term 3 | \$0.00  |
| Establish processes and procedures for recording SWPBS data in the student management system  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 3                  | \$0.00  |

|  |  |  |                                  |   |
|--|--|--|----------------------------------|---|
|  |  |  | to:<br>Term 3                    |   |
| Develop promotional strategy around the expected behaviours and shared vision prominently in classroom and non-classroom settings. Also promote informational sessions to parents, carers and kin. | <input checked="" type="checkbox"/> All staff  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach   | <input checked="" type="checkbox"/> Assistant principal  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$44,316.95<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SWPBS team monitors staff practice through walk-through observations and other data collection   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Wellbeing team  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| SWPBS team and school leaders participate in evaluation activities as per the collected data   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Wellbeing team  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00  |
| Dog's Connect training for the wellbeing dog. Training for staff.  | <input checked="" type="checkbox"/> Education support<br><input checked="" type="checkbox"/> Leadership team<br><br><input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><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                      | \$9,469.90                  | \$3,600.00                           | \$5,869.90                |
| Disability Inclusion Tier 2 Funding | \$74,171.42                 | \$74,171.42                          | \$0.00                    |
| Schools Mental Health Fund and Menu | \$54,316.95                 | \$54,316.95                          | \$0.00                    |
| <b>Total</b>                        | <b>\$137,958.27</b>         | <b>\$132,088.37</b>                  | <b>\$5,869.90</b>         |

### Activities and milestones – Total Budget

| Activities and milestones   | Budget      |
|---|-------------|
| Implement the TLI to targeted groups of students across the school, focusing on Reading, Writing and Number.  | \$44,171.42 |
| Lead and implement the Effective Teaching and Learning Practices for Behaviour across the school by developing staff capability in practices that increase engaged and instructional time in the classroom. We will be focusing on Practices 1-4. | \$3,600.00  |
| The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course   | \$15,000.00 |
| Schedule and run whole school consultation to inform the design of the expected behaviours and appropriate reinforcements and consequences  | \$15,000.00 |
| Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach  | \$44,316.95 |

|   |                     |
|---|---------------------|
| Dog's Connect training for the wellbeing dog. Training for staff. | \$10,000.00         |
| <b>Totals</b>   | <b>\$132,088.37</b> |

### Activities and milestones - Equity Funding

| Activities and milestones   | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Lead and implement the Effective Teaching and Learning Practices for Behaviour across the school by developing staff capability in practices that increase engaged and instructional time in the classroom. We will be focusing on Practices 1-4. | from:<br>Term 1<br>to:<br>Term 4 | \$3,600.00             | <input checked="" type="checkbox"/> School-based staffing |
| <b>Totals</b>   |                                  | <b>\$3,600.00</b>      |   |

### Activities and milestones - Disability Inclusion Funding

| Activities and milestones  | When                             | Funding allocated (\$) | Category  |
|--|----------------------------------|------------------------|---|
| Implement the TLI to targeted groups of students across the school, focusing on Reading, Writing and Number. | from:<br>Term 1<br>to:<br>Term 4 | \$44,171.42            | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul> |
| The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course          | from:<br>Term 1                  | \$15,000.00            | <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul>   |

|  |                                  |             |   |
|--|----------------------------------|-------------|---|
|  | to:<br>Term 4                    |             |   |
| Schedule and run whole school consultation to inform the design of the expected behaviours and appropriate reinforcements and consequences | from:<br>Term 1<br>to:<br>Term 2 | \$15,000.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> |
| <b>Totals</b>  |                                  | \$74,171.42 |   |

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

| Activities and milestones  | When                             | Funding allocated (\$) | Category   |
|--|----------------------------------|------------------------|--|
| Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach | from:<br>Term 1<br>to:<br>Term 4 | \$44,316.95            | <input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students  |
| Dog's Connect training for the wellbeing dog. Training for staff.  | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00            | <input checked="" type="checkbox"/> Dogs Connect Program <ul style="list-style-type: none"> <li>• <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul> </li> </ul> |
| <b>Totals</b>  |                                  | \$54,316.95            |  |

### 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                                       |
|---|--|----------------------------------|--|---|--|---|
| Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents and observations across the school. | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>  | from:<br>Term 1<br>to:<br>Term 4 | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>   | <input checked="" type="checkbox"/> PLC/PLT meeting             | <input checked="" type="checkbox"/> Learning specialist  | <input checked="" type="checkbox"/> On-site |
| Facilitate and implement Learning Walks, guiding staff to use the FISO Improvement Cycle to improve practice.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | from:<br>Term 2<br>to:<br>Term 4 | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul> | <input checked="" type="checkbox"/> Timetabled planning day     | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul> | <input checked="" type="checkbox"/> On-site |
| Plan for and deliver learning experiences for staff around HITS and assessment in reading   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>  | from:<br>Term 1<br>to:<br>Term 4 | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>   | <input checked="" type="checkbox"/> Whole school pupil free day | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>   | <input checked="" type="checkbox"/> On-site |



|   |   |                            |  |   |  |   |
|---|---|----------------------------|--|---|--|---|
|   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal   |                            |  |   |  |   |
| Building capacity for staff to use a range of formative assessment to plan for students at their point of need.   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders                             | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> PLC/PLT meeting  | <input checked="" type="checkbox"/> Learning specialist  | <input checked="" type="checkbox"/> On-site |
| Lead and implement the Effective Teaching and Learning Practices for Behaviour across the school by developing staff capability in practices that increase engaged and instructional time in the classroom. We will be focusing on Practices 1-4. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership partners (DSSI)<br><input checked="" type="checkbox"/> Mental health and wellbeing leader | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Demonstration lessons   | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> Area principal forums | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> External consultants<br>SWPBS coach<br><input checked="" type="checkbox"/> Departmental resources<br>Effective Teaching practices for Learning and Behaviour: getting started guide | <input checked="" type="checkbox"/> On-site |
| The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Wellbeing team   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team   | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> Communities of practice  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> External consultants<br>SWPBS coach  | <input checked="" type="checkbox"/> On-site |

|   |  |  |   |   |  |   |
|---|--|--|---|---|--|---|
| <p>Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS</p>                            | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
| <p>Schedule and run whole school consultation to inform the design of the expected behaviours and appropriate reinforcements and consequences</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>  | <p>from:<br/>Term 1<br/>to:<br/>Term 2</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>SWPBS coach</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |