2024 Annual Implementation Plan

for improving student outcomes

Aitken Hill Primary School (5567)

Submitted for review by Peter Hansen (School Principal) on 20 March, 2024 at 10:54 PM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 26 March, 2024 at 08:36 AM
Endorsed by Heyam Masri (School Council President) on 26 March, 2024 at 03:32 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	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	

Assessment	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	

Engagement	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	

Support and resources	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	

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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
To improve student learning outcomes for every student in literacy and numeracy.	Yes	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 - Reading from 35 per cent (2021) to 50 per cent. (target % is similar school) - Writing from 35 per cent (2021) to 50 per cent - Numeracy from 17 per cent (2021) to 30 per cent Year 5 - Reading from 21 per cent (2021) to 35 per cent (target % is similar school) - Writing from 13 per cent (2021) to 25 per cent - Numeracy from 12 per cent (2021) to 23 per cent	By 2024 increase the percentage of students strong or exceeding in Year 3 and 5 in literacy and numeracyYear 3Reading 57%Writing 70%Numeracy 50% Year 5 Reading 65%Writing 70%Numeracy 52%
		By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Year 5 - Reading from 34 per cent (2021) to 40 per cent or higher - Writing from 19 per cent (2021) to 30 per cent or higher	Year 5Reading 25%Numeracy 20%

		• Numeracy from 17 per cent (2021) to 30 per cent or higher	

		By 2025, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase:
		English
		    • Reading from 70 per cent in 2020 to 80 per cent.
		    • Speaking and Listening from 71 per cent in 2020 to 85 per cent
		    • Writing from 65 per cent in 2020 to 72 per cent
		Mathematics
		    • Number and Algebra from 75 per cent in 2020 to 85 per cent
		    • Measurement and Geometry 74 per cent in 2020 to 85 per cent
		    • Statistics and Probability 81 per cent in 2020 to 85 per cent
			2024Reading 75%Writing 70%Measurement 65%Number and Algebra 70%Statistics 63%

		By 2025, improve the percentage of positive endorsement on SSS School Climate module for the components of:
		    • Academic Emphasis from 31 per cent (2021) to 60 per cent
		    • Collective Efficacy from 33 per cent (2021) to 60 per cent
		    • Teacher Collaboration from 24 per cent (2021) to 60 per cent
			Academic Emphasis 40%Collective Efficacy 55%Teacher Collaboration 45%

To strengthen student engagement in learning.	Yes	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:
		    • student voice and agency from 60 per cent (2021) to 85 per cent)
		    • motivation and interest from 85 per cent (2021) to 90 per cent)
		    • stimulated learning from 78 per cent (2021) to 90 per cent)
		    • self-regulation and goal setting from 83 per cent (2021) to 90 per cent)
			Student Voice & Agency 52%Motivation & Interest 75%Stimulated Learning 70%Self-regulation & Goal Setting 80%

		By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • stimulating learning environment from 70 per cent (2020) to 85 per cent)	Stimulating Learning Environment 70%Student Motivation & Support 75%Student Agency & Voice 52%

		• student motivation & support from 70 per cent (2020) to 85 per cent) • student agency and voice from 60 per cent (2020) to 85 per cent)	
		By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the components of: • Monitor effectiveness using data from 56 per cent (2021) to 70 per cent) • Professional learning to improve practice from 37 per cent (2021) to 70 per cent) • Understand how to analyse data from 37 per cent (2021) to 70 per cent • Use student feedback to improve practice from 26 per cent (2021) to 70 per cent) • Plan differentiated learning activities from 59 per cent (2021) to 70 per cent) • Promote student ownership of learning from 30 per cent (2021) to 70 per cent) • Collaborate to scaffold student learning from 41 per cent (2021) to 70 per cent) • Use High impact teaching strategies from 52 per cent (2021) to 70 per cent)	Monitor effectiveness using data 73%Professional learning to improve practice 60%Understand how to analyse data 50%Use student feedback to improve practice 45%Plan differentiated learning activities 78%Promote student ownership of learning 44%Collaborate to scaffold student learning 72%Use High impact teaching strategies 78%
To strengthen students' resilience and wellbeing.	Yes	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • resilience from 86 per cent (2021) to 90 per cent) • respect for Diversity from 74 per cent (2021) to 85 per cent) • sense of Connectedness from 74 per cent (2021) to 85 per cent) • Effective classroom behaviour from 67 per cent (2021) – 80 per cent)	Perseverance 72%Respect for Diversity 65%Sense of Connectedness 67%Effective classroom behaviour 68%
		By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:	General school satisfaction 65%Parent Participation & involvement 60%School Pride

		• General school satisfaction from 65 per cent (2020) to 70 per cent) • Parent participation and involvement from 72 per cent (2020) to 80 per cent) • School Pride and Confidence from 55 per cent (2020) to 60 per cent) • Teacher communication from 58 per cent (2020) to 70 per cent)	and Confidence 65%Teacher Communication 60%
		By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents from 28 per cent (2021) to 70 per cent	Trust in students and parents 35%
		Attendance – • Reduce the Year P-6 average absences per student from 24.8 days (2021) to 16 days or less (2025) • Reduce the Year P-6 average of unapproved absences per student from 16.8 days (2021 to 5 days or less (2025) • By 2025, decrease the percentage of students with 20 or more absence days from 59 (2021) percent to 20 percent or less	P-6 average absence 25%P-6 average unapproved absence 7%20 days or more absence 45%

Goal 2	To improve student learning outcomes for every student in literacy and numeracy.
12-month target 2.1-month target	By 2024 increase the percentage of students strong or exceeding in Year 3 and 5 in literacy and numeracy Year 3 Reading 57% Writing 70% Numeracy 50% Year 5 Reading 65%

	Writing 70% Numeracy 52%
12-month target 2.2-month target	Year 5 Reading 25% Numeracy 20%
12-month target 2.3-month target	2024 Reading 75% Writing 70% Measurement 65% Number and Algebra 70% Statistics 63%
12-month target 2.4-month target	Academic Emphasis 40% Collective Efficacy 55% Teacher Collaboration 45%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen the model of PLCs to build teacher capability to implement evidence based teaching and learning strategies in order to improve student learning outcomes.	Yes
KIS 2.b Professional leadership	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.	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.	2023 Rationale This KIS is a focus because we are still building consistency with our school instructional model for literacy and numeracy.	
Goal 3	**To strengthen student engagement in learning.**	

12-month target 3.1-month target	Student Voice & Agency 52% Motivation & Interest 75% Stimulated Learning 70% Self-regulation & Goal Setting 80%	
12-month target 3.2-month target	Stimulating Learning Environment 70% Student Motivation & Support 75% Student Agency & Voice 52%	
12-month target 3.3-month target	Monitor effectiveness using data 73% Professional learning to improve practice 60% Understand how to analyse data 50% Use student feedback to improve practice 45% Plan differentiated learning activities 78% Promote student ownership of learning 44% Collaborate to scaffold student learning 72% Use High impact teaching strategies 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a consistent whole school understanding and approach to student agency and voice in learning	Yes
KIS 3.b Positive climate for learning	Develop student capability to set goals, monitor and reflect on their learning progress	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.	2023 rationale This Key improvement strategy will continue to support teachers and students in goal setting. This will see a revision of the work started with the teaching partners to design goals aligned to the F&P SOSA wheel. We will also expand this to include student goal setting in writing. Currently students demonstrate a varying awareness of their personal learning goals and the timeliness to achieve them. There is inconsistent practice from class to class and from the P-2 vs 3-6 area. This limits the potential to fully engage students in critically thinking about their learning and to effectively and consistently pursue self-	

	directed learning.

Goal 4	**To strengthen students' resilience and wellbeing.**

12-month target 4.1-month target	Perseverance 72% Respect for Diversity 65% Sense of Connectedness 67% Effective classroom behaviour 68%

12-month target 4.2-month target	General school satisfaction 65% Parent Participation & involvement 60% School Pride and Confidence 65% Teacher Communication 60%

12-month target 4.3-month target	Trust in students and parents 35%

12-month target 4.4-month target	P-6 average absence 25% P-6 average unapproved absence 7% 20 days or more absence 45%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Strengthen and embed the school's practices for resilience, wellbeing and sense of inclusion.	Yes
KIS 4.b Community engagement in learning	Strengthen partnerships and engagement with parents, carers and families.	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.	2023 rationale Our data shows that it's important we focus on improving attendance, trust in our students and parents and strengthening our positive endorsement in the student attitudes survey and parent opinion survey

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning outcomes for every student in literacy and numeracy.
12-month target 2.1 target	By 2024 increase the percentage of students strong or exceeding in Year 3 and 5 in literacy and numeracy Year 3 Reading 57% Writing 70% Numeracy 50% Year 5 Reading 65% Writing 70% Numeracy 52%
12-month target 2.2 target	Year 5 Reading 25% Numeracy 20%
12-month target 2.3 target	2024 Reading 75% Writing 70% Measurement 65% Number and Algebra 70% Statistics 63%
12-month target 2.4 target	Academic Emphasis 40% Collective Efficacy 55% Teacher Collaboration 45%
KIS 2.a Evidence-based high-impact teaching strategies	Strengthen the model of PLCs to build teacher capability to implement evidence based teaching and learning strategies in order to improve student learning outcomes.

Actions	1: Establish PLC structures to support teacher collaboration and strengthen teaching practice.
Outcomes	Establish PLC structures to support teacher collaboration and strengthen teaching practice. 1: PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. 2: Teachers will confidently and accurately identify student learning needs of all of their students. 3: Teachers will provide students with the opportunity to work at their level using differentiated resources. 4: Students and teachers will have more time to work on content at students' point of need.
Success Indicators	Establish PLC structures to support teacher collaboration and strengthen teaching practice. EARLY 1: Teachers' formative assessment data and summative judgements against the curriculum 2: A documented assessment schedule and evidence of teachers inputting data and moderating assessments 3: Differentiated curriculum documents and evidence of student learning at different levels LATE 1: Semester 2 teacher judgements 2: Post-test results from assessments from sources such as PAT or the Digital Assessment Library 3: End-of-year surveys and focus groups

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on core principles of Professional Learning Communities.	☑ Assistant principal ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Liaise with PLC link school Sunbury Primary School & PLC regional staff to set realistic goals for implementation of PLC.	☑ Assistant principal ☑ PLC leaders	☑ PLP Priority	from: Term 1	$12,000.00

	☑ Principal		to: Term 4	
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Assistant principal ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review the professional calendar and update to prioritise collaboration time in PLCs.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review and update meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports.	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Instructional and shared leadership	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
Actions	1: Consistently implement the agreed instructional model, underpinned by the Gradual Release of Responsibility. 2: Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need. 3: Investigate and build teacher capacity to implement evidence based approaches to phonics instruction P-2.
Outcomes	Consistently implement the agreed instructional model, underpinned by the Gradual Release of Responsibility. 1: Leaders will develop and deliver targeted professional learning and collaborative opportunities for staff to develop shared understandings, language and practice centering around our instructional model 2: Leaders will support a consistent collaborative approach to planning and teaching 3: Teachers will engage with professional learning opportunities to explicitly implement the schools instructional model and develop curriculum consistency 4: Teacher will collaboratively plan and implement learning sequences using agreed instructional model

	5: Students will understand their role and the teacher's role throughout the instructional model 6: Students will be able to understand and explain the purpose of their learning (learning intention) each lesson 7: Students will be able to explain what they need to do to be successful (success criteria). Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need. 1: Leaders will build the capacity of staff to collect and analyse data to inform planning, instruction and evaluation of teaching and learning 2: Teachers will meet in PLCs to analyse and evaluate assessment data, plan differentiated instruction, monitor student learning progress and engage in reflective practice 3: Students will be supported to learn at their point of need. Investigate and build teacher capacity to implement evidence based approaches to phonics instruction P-2. 1: Leaders will research and source professional learning for teachers in evidence based phonics instruction. 2: Leaders will engage in and share Department led phonics professional learning. 3: Teachers will participate in evidence based phonics professional learning. 4: Teachers will begin to implement evidence based phonics teaching. 5: Students will participate in phonics lessons.
Success Indicators	Consistently implement the agreed instructional model, underpinned by the Gradual Release of Responsibility. EARLY 1: Understand the structure of the instructional model 2: Weekly planning reflects the instructional model and teaching practices for a literacy classroom LATE 1: Instructional model embedded in both planners and teaching practice 2: Classroom observations and learning walks ensuring the Instructional Model is embedded. Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need. EARLY 1: Undertake professional learning in analysing assessment data with specific assessment tools, to inform next steps in teaching. (e.g. Fountas and Pinnell, Essential Assessment) 2: Planning is flexible and responsive to student data/evidence of learning 3: Review the assessment schedule to develop a shared understanding of the purposes of different assessment tools and effective use of data. (Identify assessment tools where staff would benefit from additional professional learning.) 4: Teachers engage in the PLC Inquiry cycle LATE 1: Implementation of the Assessment Schedule 2: Evidence of Student Assessment including digital data tracking documents for whole school

3: Teachers' formative assessment data, teacher judgement data, work samples, conferencing notes, records and observations of student progress

Investigate and build teacher capacity to implement evidence based approaches to phonics instruction P-2.
EARLY
1: Engage in professional learning
LATE
1: Documentation of our phonics approach
2: Implementation of a phonics approach in P-2

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional reading and staff PL around the instructional model and the practices used in the teaching of literacy	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Update planning documents to reflect the instructional model	☑ Assistant principal ☑ School leadership team ☑ Teaching partners (DSSI)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Coaching to embed consistency in the use of the instructional model.	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning to develop data literacy	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Creation of a range of formative assessment documents	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Leadership team to support PLCs in using analysing and evaluating data.	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Researching evidence based phonics approaches	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
DET professional learning	☑ All staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Document our phonics approach	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

Goal 3	To strengthen student engagement in learning.
12-month target 3.1 target	Student Voice & Agency 52% Motivation & Interest 75% Stimulated Learning 70% Self-regulation & Goal Setting 80%
12-month target 3.2 target	Stimulating Learning Environment 70% Student Motivation & Support 75% Student Agency & Voice 52%

12-month target 3.3 target	Monitor effectiveness using data 73% Professional learning to improve practice 60% Understand how to analyse data 50% Use student feedback to improve practice 45% Plan differentiated learning activities 78% Promote student ownership of learning 44% Collaborate to scaffold student learning 72% Use High impact teaching strategies 78%
KIS 3.a Empowering students and building school pride	Develop a consistent whole school understanding and approach to student agency and voice in learning
Actions	1: Review existing processes to capture school and community views and understandings of student voice, agency and leadership.
Outcomes	1: All Staff will hold a shared understanding of the terms student voice, student agency, and student leadership. 2: Leaders will know processes are in place to capture, enact and embed school community views. 3: Teachers will have a shared understanding of what current student voice, agency and leadership look like in the classroom. 4: Students will be aware of current processes in place to capture student voice, agency and leadership.
Success Indicators	EARLY 1: Evidence of teachers accessing Learning Arc modules. 2: Inquiry Action Team meets regularly to review and develop whole school approach to student voice, agency and leadership. LATE 1: Wondering walls visible in classrooms during learning walks. 2: Planning document will show evidence of utilisation of learning journal use. 3: AToSS results: Student Voice and Agency, Motivation and Interests.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Use the Practice Principles Self-Reflection Tools to lead discussions about existing practice in student agency and voice, areas for improvement, and specific steps to be taken	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Access Learning Arc and promote with staff to complete 5 student voice agency and leadership modules.	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Whole staff complete professional learning sessions with Lane Clark and investigate ways to implement planning model, rubric criteria, thinking tools and organisers, wondering walls and learning journals.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☑ Equity funding will be used
Allocate equity funding to CRT to release teaching staff for training in resources for reading. Staffing to reduce class sizes and staffing education support	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$204,767.53 ☑ Equity funding will be used

KIS 3.b Intellectual engagement and self-awareness	Develop student capability to set goals, monitor and reflect on their learning progress
Actions	Plan whole school professional learning in evidence-based approaches to small group and individual reading instruction.
Outcomes	1: Teachers will confidently and accurately identify student learning needs of all of their students 2: Students will know how lessons are structured and how this supports their learning 4: Students will experience success and celebrate the acquisition of knowledge 4: Students will know what their next steps are to progress their learning

Success Indicators	EARLY 1: Student feedback on differentiation, the instructional model, and use of common strategies 2: Classroom observations and learning walks demonstrating use of strategies from professional learning 3: Differentiated curriculum documents and evidence of student learning at different levels 4: Differentiated resources used in tailored supports LATE 1: Students, staff and parent perception survey results 2: End-of-year surveys and focus groups 3: Post-test results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on strategies to support use of student data to set learning goals.	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Review and update staff meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

Goal 4	To strengthen students' resilience and wellbeing.
12-month target 4.1 target	Perseverance 72% Respect for Diversity 65%

	Sense of Connectedness 67% Effective classroom behaviour 68%
12-month target 4.2 target	General school satisfaction 65% Parent Participation & involvement 60% School Pride and Confidence 65% Teacher Communication 60%
12-month target 4.3 target	Trust in students and parents 35%
12-month target 4.4 target	P-6 average absence 25% P-6 average unapproved absence 7% 20 days or more absence 45%
KIS 4.a Health and wellbeing	Strengthen and embed the school's practices for resilience, wellbeing and sense of inclusion.
Actions	1: Embed a shared vision and behaviours that are consistent with the SWPBS and Berry Street philosophies 2: Develop a shared understanding of Reasonable adjustments throughout the school in order to effectively support students academic, social and emotional needs 3: Implement a whole school approach to addressing attendance by following up on student absences and escalating attendance concerns
Outcomes	Embed a shared vision and behaviours that are consistent with the SWPBS and Berry Street philosophies 1: Students will feel supported and engaged in the classroom and contribute to a strong classroom culture 2: Students will have strong relationships with peers/staff 3: Teachers will incorporate SWPBS and Berry Street practices in classes and in planning units of work 4: Teachers will implement a range of interventions in their classroom to support student wellbeing, resilience and inclusion 4: Teachers will discuss and action Pulse Data at PLC level to plan and respond accordingly 5: Leaders will review and evaluate Pulse Data and make data informed decisions 6: Leaders will plan and deliver relevant PL to all staff 7: Leaders will build capacity with ES staff for consistent and supported responses to develop a shared understanding 8: Leaders will work with staff and students on collective responses to develop a positive and consistent culture Develop a shared understanding of Reasonable adjustments throughout the school in order to effectively support students academic, social and emotional needs 1: Students will feel supported in both academic and social/emotional ways from staff in the school.

	2: Students will be supported to access the curriculum at their point of need. 3: Teachers will develop their understanding, documentation and implementaiton of strategies to support students both academically and social/emotionally 4: Teacher will identify at risk students and targeted support will be provided in a timely manner. 5: Leaders will develop an understanding of moving to Disability Inclusion funding model to support staff through this process 6: Leaders will be engaged in a Tiered 2 approach focus for Network COP Implement a whole school approach to addressing attendance by following up on student absences and escalating attendance concerns 1: Students will value the importance of attending school regularly 2: Students with higher than average rates of non-attendance receive targeted support 3: Teachers will follow up initial absences and connect with parents/carers and enter on Compass 4: Teachers will discuss chronic absence concerns with a member of Leadership 5: Teachers will create and implement Attendance Plans with families and a member of Leadership 6: Leaders (LCL, LT, Wellbeing) will have meetings with the parents of chronic absences and support teachers in creating Attendance Plan documentation
Success Indicators	Embed a shared vision and behaviours that are consistent with the SWPBS and Berry Street philosophies EARLY 1: Curriculum planners will begin to better reflect SWPBS and Berry Street practices 2: Calm down spaces consistently seen in classrooms and specialist areas 3: Wellbeing Action Team minutes will reflect pulse data discussions and actions. 4: Compass Pulse data will be tracked and improvements seen in this data LATE 1: PLC Team minutes will reflect Compass pulse data discussions and actions. 2: Improvements seen in Compass pulse data over the course of the year 3: ATOSS data will begin to reflect positive changes made 4: Staff survey will begin to reflect the changes made 5: SAS and TFI data will reflect improvements from 2023 to 2024. Develop a shared understanding of Reasonable adjustments throughout the school in order to effectively support students academic, social and emotional needs EARLY 1: PL on the meeting schedule, both to teaching and ES staff 2: Curriculum planners will begin to reflect the adjustments discussed at PL

LATE

1: Improvement in behaviour data tracked on Compass due to adjustments made

2: Adjustments documented more consistently in planners and other means of documentation

3: ATOSS survey

4: Staff Opinion Survey

Implement a whole school approach to addressing attendance by following up on student absences and escalating attendance concerns

EARLY

1: Compass entries of contact made with parents regarding attendance

2: Non-chronic absences will begin to improve

3: Review of Attendance policy when required

4: Attendance data has improved across the school

LATE

1: Students absences will decrease

2: Panorama attendance results will begin to improve

3: ATOSS data improvements relating to engagement that impact on attendance

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Wellbeing Action Team will be formed with representation from year year level and have regular meeting times scheduled	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Staff continue to use our whole school acknowledgement system and enter in on Compass when students have received their prize	☑ Assistant principal ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Families will be informed on Compass when their child has received their Care Ticket prize.	☑ Assistant principal ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Share examples and expectations of calm down spaces in each classroom and specialist area and students taught how to use them	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Whole school Pulse Data will be discussed at Action Team meetings to identify and respond to data trends	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Pulse data will be discussed at PLC level, with the support of the Wellbeing Action Team member	☑ Assistant principal ☑ School improvement team ☑ Team leader(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Teachers will complete a self assessment tool and implementation checklist for SWPBS	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Utilise SWPBS coach for PL and upskilling of staff	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Wellbeing Action Team will review and incorporate SWPBS and Berry Street into their SEL planners and then disseminate to whole staff.	☑ Assistant principal ☑ SWPBS leader/team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Wellbeing team to plan and deliver PL relating to SWPBS and Berry Street	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
UPB Training for Wellbeing Action Team members	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Berry Street training for body domain for all staff	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Berry Street catch up training for specific staff	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 4	$9,575.50 ☑ Equity funding will be used
Leaders will plan and run Wellbeing Action Team	☑ Assistant principal ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Reasonable adjustments PL planned and delivered by DET SSS to all staff	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Training for relevant staff in the DI funding model	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2	$0.00

			to: Term 4	
Staff will be given PL on how to document adjustments in their planners	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
DI ARC training for Wellbeing and Executive Team	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Executive and Wellbeing involved in Community of Practice	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Planning for a sensory room to be installed in the new building once it is finished.	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Care team meeting which includes SSSO	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Case meetings with individual staff members	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Follow up chronic attendance with parents	☑ Education support ☑ Leading teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Refer students eligible to Navigator program for attendance	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Attendance plans are created with families	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
MHiPS referrals for relevant students with social/emotional concerns that impact attendance	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop overall plan to make best use of DI and Schools Mental Health funding	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Teachers making phone calls to track attendance	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Team leader(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Attendance notes sent home by admin staff	☑ Assistant principal ☑ Education support ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Allocate resources based on the Mental Health Fund menu	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$91,042.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate DI funds to staffing sensory room. DI position as LT. Additional ES staffing	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$131,543.04 ☑ Disability Inclusion Tier 2 Funding will be used

KIS 4.b Parents and carers as partners	Strengthen partnerships and engagement with parents, carers and families.
Actions	1: Develop more opportunities for parents, carers and families to engage positively with the school in order to strength connections and community culture. 2: Develop Communication Action Plan 3: Effectively utilise available resources to support students' wellbeing, academic and mental health, especially the most vulnerable.
Outcomes	Develop more opportunities for parents, carers and families to engage positively with the school in order to strength connections and community culture. 1: Students will feel more connected with Aitken Hill through these partnerships leading to better learning/attendance outcomes. 2: Students will develop a stronger and even more positive connection to their school, peers, and community. 3: Teachers will engage with parents/carers and families at both formal and informal ways including phone calls and meetings, Compass and at Community events. 4: Teachers will promote events and support students and families who are more vulnerable in not attending, including EAL families.

	5: Action Teams & RESP members will Plan for regular and varied events that families can be invited into the whole school and year level communities. 6: Leaders will support staff in planning for whole school and community events Will integrate cultural and wellbeing learning into school practice, policy and programs. Develop Communication Action Plan 1: Develop communication plan that strengthen parents understanding of their child's learning, school events and activities, our policies and procedures and our school approaches, models, programs and initiatives Effectively utilise available resources to support students' wellbeing, academic and mental health, especially the most vulnerable. 1: Students will feel supported with a whole child approach to learning, behaviour and mental health 2: Teachers will have a proactive approach to monitoring student mental health and wellbeing. 3: Teachers will liaise with the Wellbeing/Care Team to ensure a whole child approach. 4: Teachers will promote and encourage families to attend events such as RESP and Community events to build connections between school and families. 5: Action Teams & RESP members will collaborate with Wellbeing and our MEA to diversify communication methods to help strengthen EAL connections at school. 6: Wellbeing/Care Team Leaders will continue to embed processes for referring students to Care Team and MHiPS pathways 7: Wellbeing/Care Team Leaders will collect, monitor and evaluate data re school behaviour 8: Wellbeing/Care Team Leaders willwork with paraprofessionals, experts and a range of stakeholders to ensure a whole child approach is maintained in regard to the Wellbeing of our learners and families 9: Wellbeing/Care Team Leaders will liaise and assist staff in behavioural strategies and recommendations in and out of the classroom 10: Wellbeing/Care Team Leaders will Provide a tiered approach to any behavioural intervention needed
Success Indicators	Develop more opportunities for parents, carers and families to engage positively with the school in order to strength connections and community culture. EARLY 1: Action Team Meeting minutes 2: CommunIcation recorded on Compass of meetings and phone discussions with parents 3: More community and whole school events on the calendar 4: Increase in the number of families attending fortnightly assembly and whole school events.

LATE
1: Greater attendance from the parent community at Information sessions, RESP/English classes , Meet The Teacher and other school opportunities
2: Parent Opinion survey and ATOSS survey
3: Attendance data will begin to improve with better connectedness to school

Develop Communication Action Plan
EARLY
1: Parent surveys
2: Staff and Parent newsletter published weekly
LATE
1: Parent opinion survey
2: General school satisfaction
3: Parent participation and involvement
4: School pride and confidence
5: Teacher communication

Effectively utilise available resources to support students' wellbeing, academic and mental health, especially the most vulnerable.
EARLY
1: Care Team and Wellbeing Team meeting minutes
2: Documented meetings and recalls via Cliniko
3: Referrals being made by classroom teachers to Care Team
LATE
1: Greater attendance from the parent community at Information sessions, RESP/English classes , Meet The Teacher and other school opportunities
3: More community and whole school events on the calendar
4: Parent Opinion survey and ATOSS survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan whole school and community events throughout the year	☑ Assistant principal ☑ Principal ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Have regular RESP meetings/events	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Working with families from refugee backgrounds and supporting them to engage in English maintenance programs which is guided by a trained teacher	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Utilising the Care Ticket process and informing parents of rewards through Compass	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Promote events in various ways, included translated documents, newsletter, Compass	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Celebratory follow up of events in newsletter to promote positive culture	☑ Assistant principal ☑ Principal ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Plan events that are varied in focus and accessibility to families	☑ Assistant principal ☑ Principal ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Parent focus groups and feedback forums	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Survey parents about communication	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Establish team to work on communication action plan that meets regularly	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Using Cliniko to track, monitor and recall for students through Care Team	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Wellbeing team meeting regularly to discuss Tiered approaches for students	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Meet with paraprofessionals who engage with specific students at the school	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Work with our SSSO key contacts	☑ Wellbeing team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Provide relevant PL to staff relating to behaviour, mental health and supports	☑ Mental health and wellbeing leader ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
SWPBS Action Team undertaking UPB and Classroom Systems training	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Employ Allied Health to work with specific tiered behaviour students at risk	☑ Disability inclusion coordinator ☑ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 3	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Documented processes of how tor refer to Care Team and MHiPS services	☑ Mental health and wellbeing leader ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
MEA working with families and Wellbeing to help bridge the communication gap and supports needed for EAL families	☑ Education support ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$55,000.00 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$290,342.53	$290,342.53	$0.00
Disability Inclusion Tier 2 Funding	$171,543.04	$171,543.04	$0.00
Schools Mental Health Fund and Menu	$91,029.62	$91,029.62	$0.00
Total	$552,915.19	$552,915.19	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Whole staff complete professional learning sessions with Lane Clark and investigate ways to implement planning model, rubric criteria, thinking tools and organisers, wondering walls and learning journals.	$16,000.00
Allocate equity funding to CRT to release teaching staff for training in resources for reading. Staffing to reduce class sizes and staffing education support	$204,767.53
Berry Street catch up training for specific staff	$9,575.50
Planning for a sensory room to be installed in the new building once it is finished.	$20,000.00
Allocate resources based on the Mental Health Fund menu	$91,042.00
Allocate DI funds to staffing sensory room. DI position as LT. Additional ES staffing	$131,543.04
Using Cliniko to track, monitor and recall for students through Care Team	$5,000.00

Employ Allied Health to work with specific tiered behaviour students at risk		$20,000.00
MEA working with families and Wellbeing to help bridge the communication gap and supports needed for EAL families		$55,000.00
Totals		$552,928.07

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Whole staff complete professional learning sessions with Lane Clark and investigate ways to implement planning model, rubric criteria, thinking tools and organisers, wondering walls and learning journals.	from: Term 1 to: Term 4	$16,000.00	☑ Professional development (excluding CRT costs and new FTE)
Allocate equity funding to CRT to release teaching staff for training in resources for reading. Staffing to reduce class sizes and staffing education support	from: Term 1 to: Term 2	$204,767.53	☑ School-based staffing ☑ CRT
Berry Street catch up training for specific staff	from: Term 3 to: Term 4	$9,575.00	☑ Professional development (excluding CRT costs and new FTE)
Using Cliniko to track, monitor and recall for students through Care Team	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources

MEA working with families and Wellbeing to help bridge the communication gap and supports needed for EAL families	from: Term 1 to: Term 4	$55,000.00	☑ School-based staffing
Totals		$290,342.53	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Planning for a sensory room to be installed in the new building once it is finished.	from: Term 2 to: Term 4	$20,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources
Allocate DI funds to staffing sensory room. DI position as LT. Additional ES staffing	from: Term 2 to: Term 4	$131,543.04	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Education support staff
Employ Allied Health to work with specific tiered behaviour students at risk	from: Term 3 to: Term 3	$20,000.00	☑ Other workforces to support students with disability • Professional services (inclusive education related services)
Totals		$171,543.04	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Allocate resources based on the Mental Health Fund menu	from: Term 1 to: Term 4	$91,029.62	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$91,029.62	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning on core principles of Professional Learning Communities.	☑ Assistant principal ☑ PLC leaders ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative ☑ School improvement partnerships ☑ Departmental resources PLC coach PLC link school	☑ On-site
Liaise with PLC link school Sunbury Primary School & PLC regional staff to set realistic goals for implementation of PLC.	☑ Assistant principal ☑ PLC leaders ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources PLC coach and link school ☑ Student achievement Manager	☑ On-site
Provide professional reading and staff PL around the instructional model and the practices used in the teaching of literacy	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Teaching partners ☑ School improvement partnerships ☑ Literacy leaders	☑ On-site

Coaching to embed consistency in the use of the instructional model.	☑ Assistant principal ☑ School improvement team ☑ Teaching partners (DSSI)	from: Term 1 to: Term 4	☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Literacy leaders	☑ On-site
Whole staff complete professional learning sessions with Lane Clark and investigate ways to implement planning model, rubric criteria, thinking tools and organisers, wondering walls and learning journals.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole school pupil free day	☑ External consultants Lane Clark	☑ Off-site Craigieburn Sporting Club