

# 2023 Annual Implementation Plan

## for improving student outcomes

Bentleigh West Primary School (4318)



Submitted for review by Sarah Asume (School Principal) on 20 December, 2022 at 11:17 AM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 January, 2023 at 08:01 AM  
Endorsed by Tania Galbraith (School Council President) on 21 March, 2023 at 01:06 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

<b>Enter your reflective comments</b>	BWPS has achieved many of the goals for the SSP by the close of 2022, particularly in reference to teaching and learning and leadership. The area go focus is student goal setting moving forward including greater student voice. NAPLAN results were particularly strong especially nb Writing and Numeracy, we now need to maintain these. PAT result match NAPLAN with growth in all areas.
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<p><b>Considerations for 2023</b></p>	<p>In 2023 leading into 2024 there will be 6 students to be rolled over from PSD to DIP (all due at the end of 2024). In addition to new Preps.          PLC will be continuing in the implementation. Large number of new staff starting at BWPS in 2023 and change in leadership at middle and SIT team level. Consideration of a second AP due to school size.          The PLC roll out has been handed to middle level leaders from the initial PLC implementation team.          Student Voice and Agency and goal setting is the key focus for 2023.</p>
<p><b>Documents that support this plan</b></p>	<p>2022 Student Attitudes to School Survey_13-07-2022.pdf (0.14 MB)          Bentleigh West PS SIT Meeting Term 4.docx (0.04 MB)          BWPS Staff Opinion Survey 2022.pptx (1.82 MB)          Preliminary Summary School Report for.docx (0.03 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve the literacy and numeracy achievement of every student.
<b>Target 2.1</b>	By 2024 increase NAPLAN benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 23% (2019) to 30%</li> <li>• writing from 13% (2019) to 30%</li> <li>• spelling from 54% (2019) to 56%.</li> </ul>
<b>Target 2.2</b>	By 2024 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in: <ul style="list-style-type: none"> <li>• number from 55% (2019) to 57%.</li> <li>• reading from 50% (2019) to 55%</li> <li>• writing from 14% (2019) to 28%</li> </ul>

<b>Target 2.3</b>	<p>By 2024 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 72% (2019) to 75%.</li> <li>• writing from 63% (2019) to 65%</li> <li>• number and algebra from 80% (2019) to 82%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed the Professional Learning Communities (PLC) structures to ensure a whole school culture of collaboration with a collective focus on student learning.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build capacity of all teachers to understand and utilise assessment evidence to inform teacher planning and classroom practice.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Ensure teacher professional learning is designed to build teacher capacity and curriculum knowledge and enhances instructional practice.
<b>Goal 3</b>	To engage all students through developing an innovative and aspirational curriculum
<b>Target 3.1</b>	<p>By 2024 increase the percentages of positive student responses to AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 82% (2019) to 85%</li> <li>• Motivation and interest from 78% (2019) to 83%</li> <li>• Sense of confidence from 73% (2019) to 82%.</li> </ul>
<b>Target 3.2</b>	By 2024 increase the percentages of positive staff responses in the following School Opinion Survey school climate factors:

	<ul style="list-style-type: none"> <li>• Academic emphasis from 84% (2020) to 90%</li> <li>• Collective focus on student learning from 90% (2020) to 94%</li> <li>• Guaranteed and viable curriculum from 96% (2020) to 97%.</li> </ul>
<b>Target 3.3</b>	<p>By 2024 increase the percentages of positive parent responses to the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 82% (2020) to 87%</li> <li>• Stimulating learning environment from 78% (2020) to 83%</li> <li>• Effective teaching from 76% (2020) to 81%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Build teacher content knowledge and supporting resources for the development of the Knowledge Rich Curriculum.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	With the development of the Knowledge Rich Curriculum, structure the curriculum to enable students to be provided with regular opportunities to engage in learning experiences that reflect their point of learning need.
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Ensure all teachers are supported through instruction coaching and professional learning to utilise the High Impact Teaching Strategies (HITS) consistently and effectively.
<b>Goal 4</b>	Improve student engagement and motivation in learning.
<b>Target 4.1</b>	<p>By 2024 increase the percentages of positive student responses to the following student voice and agency factors in AtoSS:</p> <ul style="list-style-type: none"> <li>• At this school I help decide things like the class activities and rules from 37% (2019) to 57%</li> </ul>

	<ul style="list-style-type: none"> <li>• I have a say in the things I learn from 39% (2019) to 59%</li> <li>• My teacher likes my ideas from 55% (2019) to 65%</li> <li>• I am encouraged to share my ideas from 62% (2019) to 72%.</li> </ul>
<b>Target 4.2</b>	<p>By 2024 increase the percentages of positive parent responses to the following factors in the Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 73% (2019) to 78%</li> <li>• School connectedness from 88% (2019) to 93%</li> <li>• General satisfaction from 88% (2019) to 93%.</li> </ul>
<b>Target 4.3</b>	<p>By 2024 increase the percentages of positive staff responses in the following school climate factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 91% (2020) to 93%</li> <li>• Collective efficacy from 91% (2020) to 93%</li> <li>• Teacher collaboration from 63% (2020) to 70%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Develop staff understanding and document a strategy to activate student agency and voice in learning.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Develop and embed student goal setting and two-way feedback.



**Key Improvement Strategy 4.c**  
Empowering students and building school pride

Increase the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making.

## 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>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>By 2022 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in: number from 55% (2019) to 56% (2022) reading from 50% (2019) to 53% (2022) writing from 14% (2019) to 20% (2022) By 2022 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in: reading and viewing from 72% (2019) to 75%. writing from 63% (2019) to 65% number and algebra from 80% (2019) to 82% (reading an area of focus ) Sense of confidence from 73% (2019) to 78%. Motivation and interest 78% (2019) to 83%</p>
<p>Improve the literacy and numeracy achievement of every student.</p>	Yes	<p>By 2024 increase NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• reading from 23% (2019) to 30%</li> <li>• writing from 13% (2019) to 30%</li> <li>• spelling from 54% (2019) to 56%.</li> </ul>	<p>NAPLAN Reading- 30% Writing - 30% Spelling - 56% AT Reading mean score: Grade 1: 91.4 Grade 2: from 106.5 to 109.0 Grade 3: 118.6 Grade 4: from 123.1 to 127 Grade 5: 130 Grade 6: from 131.6 to 133.5 (From Panorama dashboard) PAT Spelling Grade 2: 85 Grade 3: 100 Grade 4: 113.4 Grade 5: 124.7 Grade 6: 134</p>
		<p>By 2024 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in:</p>	<p>Maintain 2022 results Reading - 64% Writing - 70% Number - 66% PAT Maths Grade 1:</p>

		<ul style="list-style-type: none"> <li>• number from 55% (2019) to 57%.</li> <li>• reading from 50% (2019) to 55%</li> <li>• writing from 14% (2019) to 28%</li> </ul>	103.7Grade 2: 112.1Grade 3: 119.2Grade 4: 124.6Grade 5: 129.3Grade 6: 133.8(from Panorama dash board)
		<p>By 2024 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 72% (2019) to 75%.</li> <li>• writing from 63% (2019) to 65%</li> <li>• number and algebra from 80% (2019) to 82%</li> </ul>	Reading and Viewing as a focus area (2023)- 75%Writing - 65% Number 82%
To engage all students through developing an innovative and aspirational curriculum	No	<p>By 2024 increase the percentages of positive student responses to AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 82% (2019) to 85%</li> <li>• Motivation and interest from 78% (2019) to 83%</li> <li>• Sense of confidence from 73% (2019) to 82%.</li> </ul>	
		<p>By 2024 increase the percentages of positive staff responses in the following School Opinion Survey school climate factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 84% (2020) to 90%</li> <li>• Collective focus on student learning from 90% (2020) to 94%</li> <li>• Guaranteed and viable curriculum from 96% (2020) to 97%.</li> </ul>	
		<p>By 2024 increase the percentages of positive parent responses to the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 82% (2020) to 87%</li> <li>• Stimulating learning environment from 78% (2020) to 83%</li> <li>• Effective teaching from 76% (2020) to 81%.</li> </ul>	
Improve student engagement and motivation in learning.	Yes	<p>By 2024 increase the percentages of positive student responses to the following student voice and agency factors in AtoSS:</p> <ul style="list-style-type: none"> <li>• At this school I help decide things like the class activities and rules from 37% (2019) to 57%</li> </ul>	At this school I help decide things like the class activities and rules from 37% (2019) to 57%I have a say in the things I learn from 39% (2019) to 59%- Main focus on this area

		<ul style="list-style-type: none"> <li>• I have a say in the things I learn from 39% (2019) to 59%</li> <li>• My teacher likes my ideas from 55% (2019) to 65%</li> <li>• I am encouraged to share my ideas from 62% (2019) to 72%.</li> </ul>	as others are met and need to maintain. My teacher likes my ideas from 55% (2019) to 65% I am encouraged to share my ideas from 62% (2019) to 72%.
		<p>By 2024 increase the percentages of positive parent responses to the following factors in the Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 73% (2019) to 78%</li> <li>• School connectedness from 88% (2019) to 93%</li> <li>• General satisfaction from 88% (2019) to 93%.</li> </ul>	Student agency and voice from 73% (2019) to 78% School connectedness from 88% (2019) to 93% General satisfaction from 88% (2019) to 93%
		<p>By 2024 increase the percentages of positive staff responses in the following school climate factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 91% (2020) to 93%</li> <li>• Collective efficacy from 91% (2020) to 93%</li> <li>• Teacher collaboration from 63% (2020) to 70%</li> </ul>	These goals were met in 2022 but need to maintain them. Focus on trust in students and parents to raise to 93%. Trust in students and parents from 91% (2020) to 93% Collective efficacy from 91% (2020) to 93% Teacher collaboration from 63% (2020) to 70%

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b></p>
<b>12 Month Target 1.1</b>	<p>By 2022 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in:  number from 55% (2019) to 56% (2022)  reading from 50% (2019) to 53% (2022)  writing from 14% (2019) to 20% (2022)</p> <p>By 2022 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in:  reading and viewing from 72% (2019) to 75%.  writing from 63% (2019) to 65%  number and algebra from 80% (2019) to 82%</p> <p>(reading an area of focus )</p>

	Sense of confidence from 73% (2019) to 78%. Motivation and interest 78% (2019) to 83%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school will continue to work in line with the high abilities action plan for students performing above the level in all areas. Focus will be given to the cohorts of students being selected for numeracy extension programs to ensure equity and growth for all students. Extension to continue from Gr 1-6. focus on IEPs for extension students as well as students working towards the expected level. I can program to support vulnerable students, selected from the mental health menu. Continue to upskill staff in mental health first aid, supported by trained counsellors and allied health in line with DI.	
<b>Goal 2</b>	<b>Improve the literacy and numeracy achievement of every student.</b>	
<b>12 Month Target 2.1</b>	NAPLAN Reading- 30% Writing - 30% Spelling - 56%  AT Reading mean score:  Grade 1: 91.4 Grade 2: from 106.5 to 109.0 Grade 3: 118.6 Grade 4: from 123.1 to 127 Grade 5: 130 Grade 6: from 131.6 to 133.5 (From Panorama dashboard)	

	PAT Spelling  Grade 2: 85 Grade 3: 100 Grade 4: 113.4 Grade 5: 124.7 Grade 6: 134	
<b>12 Month Target 2.2</b>	Maintain 2022 results Reading - 64% Writing - 70% Number - 66%  PAT Maths Grade 1: 103.7 Grade 2: 112.1 Grade 3: 119.2 Grade 4: 124.6 Grade 5: 129.3 Grade 6: 133.8 (from Panorama dash board)	
<b>12 Month Target 2.3</b>	Reading and Viewing as a focus area (2023)- 75% Writing - 65% Number 82%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Embed the Professional Learning Communities (PLC) structures to ensure a whole school culture of collaboration with a collective focus on student learning.	Yes
<b>KIS 2.b</b> Evaluating impact on learning	Build capacity of all teachers to understand and utilise assessment evidence to inform teacher planning and classroom practice.	No

<b>KIS 2.c</b> Building practice excellence	Ensure teacher professional learning is designed to build teacher capacity and curriculum knowledge and enhances instructional practice.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school is in the second year of the PLC implementation. At the end of 2022 the middle level, team leaders, attended PLC training to take the lead from the initial PLC implementation team. The inquiry cycles in 2023 will focus on student voice and agency in terms of goal setting with the students, encompassing differentiation for those below and above the level.	
<b>Goal 4</b>	<b>Improve student engagement and motivation in learning.</b>	
<b>12 Month Target 4.1</b>	At this school I help decide things like the class activities and rules from 37% (2019) to 57% I have a say in the things I learn from 39% (2019) to 59%- Main focus on this area as others are met and need to maintain. My teacher likes my ideas from 55% (2019) to 65% I am encouraged to share my ideas from 62% (2019) to 72%.	
<b>12 Month Target 4.2</b>	Student agency and voice from 73% (2019) to 78% School connectedness from 88% (2019) to 93% General satisfaction from 88% (2019) to 93%	
<b>12 Month Target 4.3</b>	These goals were met in 2022 but need to maintain them. Focus on trust in students and parents to raise to 93%.  Trust in students and parents from 91% (2020) to 93% Collective efficacy from 91% (2020) to 93% Teacher collaboration from 63% (2020) to 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Empowering students and building school pride	Develop staff understanding and document a strategy to activate student agency and voice in learning.	Yes
<b>KIS 4.b</b>	Develop and embed student goal setting and two-way feedback.	Yes

Empowering students and building school pride		
<b>KIS 4.c</b> Empowering students and building school pride	Increase the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making.	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.	The teaching and learning model is successfully embedded at BWPS. it is time to embed more student voice across the school. The student leaders will be Student Voice Captains and 4 of those will lead the SVC from Prep to Gr 6. This will allow for greater voice. The student leadership as a whole need to be given greater opportunities as these were limited since COVID. BWPS staff need to carry out some PL to understand what student voice and agency means and looks like at our school.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	By 2022 increase the percentage of students who achieve in NAPLAN top two bands at year 5 in: number from 55% (2019) to 56% (2022) reading from 50% (2019) to 53% (2022) writing from 14% (2019) to 20% (2022)  By 2022 Increase the percentage of students from Foundation to Year 6 who are assessed above or well above the expected achievement level in: reading and viewing from 72% (2019) to 75%. writing from 63% (2019) to 65% number and algebra from 80% (2019) to 82%  (reading an area of focus )  Sense of confidence from 73% (2019) to 78%. Motivation and interest 78% (2019) to 83%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Focus on cohorts of students above and below the level to identify students and cohorts at risk to offer opportunities for extension to ensure growth. This is particularly in numeracy from Gr 1-6. Continue to build upon the fluency PLC work from 2022
<b>Outcomes</b>	Team Leaders will: Analyse data, with a focus on Numeracy but not limited, to ensure all cohorts of students are targeted.  Teachers will: Engage in PL surrounding data analysis through PLC Monitor student progress using data and feedback related to the improvement cycle with a focus on particular cohorts. Reflect and review practice

Success Indicators	Numeracy PAT data and NAPLAN data will demonstrate growth and achievement for these cohorts. High ability IEPs in place for particular student cohorts with student voice included in the goal setting.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish the HAPL to take over the role from current Principal. Continuation of the high ability team meeting each semester.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Differentiation professional learning	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Continue to implement FISO 2.0 Continue to implement DI - Embedding system and structures to ensure tracking and records of adjustment and accommodations in the classroom, with a focus on specialists lesson plans.			
<b>Outcomes</b>	<p>Team Leaders will: Fully understand the DIP process to support their team to document adjustments.</p> <p>Teachers will: IEPs which meet DET rubric Documented adjustments on all plans. Liaise with learning enhancement / wellbeing team to ensure consistency of practice. Teachers will continue liaising with community to embed RR and wellbeing. Continue to work with Youth and outreach Services to implement greater wellbeing supports Leaders and teachers will be trained in Mental Health First Aid through Glen Eira Youth Service Train in social stencil for full implementation at Gr 3 and Gr 5. Teachers will continue liaising with community to embed RR and wellbeing. Teachers will complete Student check in resource (DET) biannually- Term 1 and 4. Teachers will identify students at risk using the Student check in resource. Redevelop and expand Response to Intervention to include catch up system to reach students identified for extra support for catch up and extension in response to Covid-19 and TLI - focus in Maths and particular cohorts.</p>			
<b>Success Indicators</b>	<p>Student check in resource will have a reduced number of students flagged at risk. Student opinion survey will meet 2024 targets. Student data recorded in IEP Student goal setting and monitoring records collected. SWPBS processes visible in each classroom</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
'I can' social skill program for selected and vulnerable Gr 4 -6 students. This will include teacher release to support the program,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

		<input checked="" type="checkbox"/> Wellbeing Team		to: Term 1	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of Disability inclusion- Transfer of the DI lead from current principal class to new leader.		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve the literacy and numeracy achievement of every student.				
<b>12 Month Target 2.1</b>	NAPLAN Reading- 30% Writing - 30% Spelling - 56%  AT Reading mean score:  Grade 1: 91.4				

	<p>Grade 2: from 106.5 to 109.0  Grade 3: 118.6  Grade 4: from 123.1 to 127  Grade 5: 130  Grade 6: from 131.6 to 133.5  (From Panorama dashboard)  PAT Spelling</p> <p>Grade 2: 85  Grade 3: 100  Grade 4: 113.4  Grade 5: 124.7  Grade 6: 134</p>
<b>12 Month Target 2.2</b>	<p>Maintain 2022 results  Reading - 64%  Writing - 70%  Number - 66%</p> <p>PAT Maths  Grade 1: 103.7  Grade 2: 112.1  Grade 3: 119.2  Grade 4: 124.6  Grade 5: 129.3  Grade 6: 133.8  (from Panorama dash board)</p>
<b>12 Month Target 2.3</b>	<p>Reading and Viewing as a focus area (2023)- 75%  Writing - 65%  Number 82%</p>
<b>KIS 2.a</b> Building practice excellence	Embed the Professional Learning Communities (PLC) structures to ensure a whole school culture of collaboration with a collective focus on student learning.

<b>Actions</b>	Implement PLC structures at a team leader level to ensure middle leaders are driving the inquiry cycles to support a collective focus on student learning.			
<b>Outcomes</b>	<p>Team Leaders will: Engage in PL with the PLC team to continue to embed protocols and structures. Continue to follow the Professional Learning Plan that integrates PLC protocols and structures with pedagogy and curriculum sequencing. Continue to embed the PLC structures to facilitate vertical and horizontal collaboration.</p> <p>Teachers will: Engage in collaboration and feedback. Understand the PLC templates. Use common language around PLC. Monitor student progress using data and feedback related to the improvement cycle with a focus on voice and agency. Reflect and review practice.</p>			
<b>Success Indicators</b>	<p>Whole School Professional Learning Plan followed PLC teams agenda and minutes continue to be documented Meeting norms firmly established and documented and followed by all. Improvement Cycles documented accurately using data at a team level in line with school goals</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PLC training for team leaders to continue the roll out. Release time for team to continue to work and develop cycles together.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
<b>Goal 4</b>	Improve student engagement and motivation in learning.			
<b>12 Month Target 4.1</b>	At this school I help decide things like the class activities and rules from 37% (2019) to 57% I have a say in the things I learn from 39% (2019) to 59%- Main focus on this area as others are met and need to maintain. My teacher likes my ideas from 55% (2019) to 65% I am encouraged to share my ideas from 62% (2019) to 72%.			
<b>12 Month Target 4.2</b>	Student agency and voice from 73% (2019) to 78% School connectedness from 88% (2019) to 93% General satisfaction from 88% (2019) to 93%			
<b>12 Month Target 4.3</b>	These goals were met in 2022 but need to maintain them. Focus on trust in students and parents to raise to 93%.  Trust in students and parents from 91% (2020) to 93% Collective efficacy from 91% (2020) to 93% Teacher collaboration from 63% (2020) to 70%			
<b>KIS 4.a</b> Empowering students and building school pride	Develop staff understanding and document a strategy to activate student agency and voice in learning.			
<b>Actions</b>	PLC will focus on student voice and agency in 2023, particularly student goal setting. A strategy plan will be developed for Student voice and agency at BWPS.			
<b>Outcomes</b>	<p>Team Leaders will:</p> <p>Engage in PL through PLC team to develop and implement student voice and Agency at BWPS. Continue to embed the PLC structures to facilitate vertical and horizontal collaboration.</p> <p>Teachers will:</p> <p>Engage in collaboration and feedback. Use common language around PLC to develop student voice and agency at BWPS. Monitor student progress using data and feedback related to the improvement cycle with a focus on voice and agency.</p>			

	Reflect and review practice.			
<b>Success Indicators</b>	Student are involved in goal setting across all year levels at BWPS. Student Voice Captains are active with input from all year levels Prep-6. Teachers use AToSS , feedback forums to develop student voice. All teachers can articulate what student voice and agency means and is at BWPS			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Whole school PL through PLC	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 4.b</b> Empowering students and building school pride	Develop and embed student goal setting and two-way feedback.			
<b>Actions</b>	Implement content multiple choice/short answer quizzes for students to track their own learning.			
<b>Outcomes</b>	Team Leaders will: Engage with EXEC team to develop consistent goal setting in their teams.  Teachers will:			



	Engage in collaboration and feedback with students to set individual goals. Monitor student progress using data and feedback related to the improvement cycle with a focus on voice and agency. Reflect and review practice.			
<b>Success Indicators</b>	All students have student goals which are visible by the end of 2023.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Whole school staff meetings / curriculum day Team meetings and	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 4.c</b> Empowering students and building school pride	Increase the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making.			
<b>Actions</b>	Change SRC to Student Voice Captains. Increase the SV team to include students from Prep- Grade 6. Teacher leading SV to identify increased opportunities for all Gr 6 leaders to attend.			
<b>Outcomes</b>	Team Leaders will: Find opportunities to embed greater student voice, agency and choice in their year levels. Find opportunities for surveys			

	<p>Teachers will:          Have regular termly (3 times a term) discussions to ensure student voice representatives from Gr Prep- 5 can report back to SVC.          Facilitate class and year forums with students          Ensure some choice is included in task presentation particularly in the upper years.</p>			
<b>Success Indicators</b>	<p>Students understand how student voice is embedded at BWPS.          AToSS - students survey results increase inline with 2024 targets.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Whole school PL through curriculum days (January / June).          Student surveys.</p>	<p><input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Teacher(s)  <input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from:          Term 1          to:          Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$14,476.20	\$14,476.20	\$0.00
Disability Inclusion Tier 2 Funding	\$198,169.02	\$198,169.02	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$212,645.22</b>	<b>\$212,645.22</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
'I can' social skill program for selected and vulnerable Gr 4-6 students. This will include teacher release to support the program,	\$5,000.00
Continued implementation of Disability inclusion- Transfer of the DI lead from current principal class to new leader.	\$150,000.00
<b>Totals</b>	<b>\$155,000.00</b>

### Activities and Milestones - Equity Funding

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

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>'I can' social skill program for selected and vulnerable Gr 4 -6 students. This will include teacher release to support the program,</p>	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
<p>Continued implementation of Disability inclusion- Transfer of the DI lead from current principal class to new leader.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$180,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>• Disability Inclusion Coordinator</li> </ul> <p><input checked="" type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> <li>• Speech pathologists</li> <li>• Occupational therapy</li> <li>• Other</li> </ul> <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> <li>• CRT (to attend school planning)</li> </ul> <p><input checked="" type="checkbox"/> Other</p> <ul style="list-style-type: none"> <li>• Other</li> </ul>

			Behaviour observation
			<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$185,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
'I can' social skill program for selected and vulnerable Gr 4 -6 students. This will include teacher release to support the program,	from: Term 1 to: Term 1		
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Song room Kaleidoscope wellbeing program for social and emotional learning.	\$5,000.00
Learning enhancement - RTI staff supporting students	
<b>Totals</b>	\$5,000.00

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Song room Kaleidoscope wellbeing program for social and emotional learning.	from: Term 2 to: Term 3		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Learning enhancement - RTI staff supporting students	from: Term 1 to: Term 4	\$14,476.20	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$14,476.20	

## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Song room Kaleidoscope wellbeing program for social and emotional learning.	from: Term 2 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>
Learning enhancement - RTI staff supporting students	from: Term 1 to: Term 4	\$3,169.02	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$13,169.02	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Song room Kaleidoscope wellbeing program for social and emotional learning.	from: Term 2 to: Term 3		
Learning enhancement - RTI staff supporting students	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC training for team leaders to continue the roll out. Release time for team to continue to work and develop cycles together.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site