



2024 Annual Implementation Plan for improving student outcomes

Ferntree Gully North Primary School (4718)

Submitted for review by Susan Dean (School Principal) on 20 November, 2023 at 01:30 PM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 21 November, 2023 at 10:28 AM

Endorsed by Simone Jalocha (School Council President) on 06 March, 2024 at 03:12 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To ensure the achievement of high-quality educational outcomes in literacy.	Yes	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in reading from 10% in 2023 to 15%. (TBC)	Year 3 Naplan Exceeding Proficiency levels Reading to increase from 10% to 12% in 12 months
		By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in writing from 7% in 2023 to 15%. (TBC)	Year 3 Naplan Exceeding levels Writing to increase from 7% to 9% in 12 months
		By 2027 increase the percentage of Year F–6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10 <ul style="list-style-type: none"> • Writing will increase from 19% in 2022 to 24% or above. • Speaking and listening from 17% in 2022 to 22% or above. 	Year F-6 above expected level against VC Writing 19% to 21% in 12 months Speaking & Listening 17% to 19% in 12 months
To ensure the achievement of high-quality educational outcomes in numeracy	Yes	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in numeracy from 3% in 2023 to 10%. (TBC)	Year 3 Naplan exceeding proficiency levels Numeracy from 3% to 5% in 12 months

		By 2027 increase the percentage of students in the NAPLAN Year 5 exceeding proficiency levels in numeracy from 5% in 2023 to 10%. (TBC)	Year 5 Naplan exceeding proficiency levels Numeracy from 5% to 7% in 12 months
		By 2027 increase the percentage, of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level in: <ul style="list-style-type: none"> • Number and algebra will increase from 34% in 2022 to 37% • Measurement and geometry 29% in 2022 to 32% • Statistics and Probability from 21% in 2022 to 24% 	Year F-6 above expected level against VC 19% to 21% in 12 months Number and algebra will increase from 34% to 35% in 12 months Measurement and geometry from 29% to 30% in 12 months Statistics and Probability from 21% to 22% in 12 months
Enhance student health, wellbeing and engagement.	Yes	By 2027, the percentage of students with 30+ days absent F to Year 6 students will decrease from 32% in 2022 to at or below 28%.	Years F to 6 attendance to decrease from 32% to 30% in 12 months
		By 2027 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures. <ul style="list-style-type: none"> • Student voice and agency will increase from 62% in 2022 to 67% • Motivation and Interest will increase from 74% in 2022 to 79% • Sense of connectedness factor will increase from 75% in 2022 to 80%. 	Year 4- 6 students Attitudes to School survey Student voice and agency will increase from 62% to 64% in 12 months Motivation and Interest will increase from 74% to 76% Sense of connectedness factor will increase from 75% to 77%.
		<i>By 2027 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures:</i> <ul style="list-style-type: none"> • parent community engagement domain school communication factor will increase from 55% in 2022 to 60% • parent community engagement domain parent participation and involvement factor will increase from 43% in 2022 to 55% • student cognitive engagement domain, motivation and support factor will increase from 74% in 2022 to 79% 	Parent Opinion Survey parent community engagement domain school communication factor will increase from 55% to 57% in 12 months. parent community engagement domain parent participation and involvement factor will increase from 43% to 45% in 12 months student cognitive engagement domain, motivation and support factor will increase from 74% to 76% in 12 months.

Goal 2	To ensure the achievement of high-quality educational outcomes in literacy.
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12-month target 2.1-month target	Year 3 Naplan Exceeding Proficiency levels Reading to increase from 10% to 12% in 12 months	
12-month target 2.2-month target	Year 3 Naplan Exceeding levels Writing to increase from 7% to 9% in 12 months	
12-month target 2.3-month target	Year F-6 above expected level against VC Writing 19% to 21% in 12 months Speaking & Listening 17% to 19% in 12 months	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build capabilities of staff to deliver evidence-based differentiated classroom practices in literacy (learning intentions, differentiated success criteria and a language of learning).	Yes
KIS 2.b Assessment	Build capabilities for data analysis and understanding across the school to drive whole school improvement.	No
KIS 2.c Engagement	Review and embed school processes for students setting goals and monitoring their progress in literacy.	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.	Upon completion of our school review and new SSP in 2023 we have made changes to our goals, targets and KIS to build high quality consistent approaches to teaching and learning across the school, as we move forward in 2024 and beyond. Our focus in literacy is centered around building our year 3 students Reading Naplan Proficiency level from 10 to 12 percent. In writing we will focus on year 3 Naplan Exceeding students to increase from 7 to 9 percent. Our overall focus will also look to increase F-6 outcomes rising above expected level against Victorian Curriculum standards in writing and Speaking and Listening. As a whole school we will work towards these goals and targets as we focus on building teacher capacity around learning intentions, goals setting, differentiation and monitoring.	
Goal 3	To ensure the achievement of high-quality educational outcomes in numeracy	
12-month target 3.1-month target	Year 3 Naplan exceeding proficiency levels Numeracy from 3% to 5% in 12 months	

12-month target 3.2-month target	Year 5 Naplan exceeding proficiency levels Numeracy from 5% to 7% in 12 months	
12-month target 3.3-month target	Year F-6 above expected level against VC 19% to 21% in 12 months Number and algebra will increase from 34% to 35% in 12 months Measurement and geometry from 29% to 30% in 12 months Statistics and Probability from 21% to 22% in 12 months	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Build capabilities of staff to deliver evidence based differentiated classroom practices in numeracy (learning intentions, differentiated success criteria and a language of learning)	No
KIS 3.b Engagement	Review and embed school processes for students setting goals and monitoring their progress in numeracy.	Yes
KIS 3.c Leadership	Build capabilities of PLC leaders to lead data analysis and understanding across the school to drive whole school improvement.	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.	Upon completion of our school review and new SSP in 2023 we have made changes to our goals, targets and KIS to build high quality consistent approaches to teaching and learning across the school, as we move forward in 2024 and beyond.	
Goal 4	Enhance student health, wellbeing and engagement.	
12-month target 4.1-month target	Years F to 6 attendance to decrease from 32% to 30% in 12 months	
12-month target 4.2-month target	Year 4- 6 students Attitudes to School survey Student voice and agency will increase from 62% to 64% in 12 months	

	Motivation and Interest will increase from 74% to 76% Sense of connectedness factor will increase from 75% to 77%.	
12-month target 4.3-month target	Parent Opinion Survey parent community engagement domain school communication factor will increase from 55% to 57% in 12 months. parent community engagement domain parent participation and involvement factor will increase from 43% to 45% in 12 months student cognitive engagement domain, motivation and support factor will increase from 74% to 76% in 12 months.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Build student capabilities to positively influence their own learning and wellbeing outcomes.	Yes
KIS 4.b Support and resources	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	Yes
KIS 4.c Engagement	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.	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.	Upon completion of our school review and new SSP in 2023 we have made changes to our goals, targets and KIS to build high quality consistent approaches to teaching and learning across the school, as we move forward in 2024 and beyond. Our focus in Wellbeing will be to decrease the number of students absent from school from 32% to 30%. We will continue to engage our parent community through our parents association and through whole school events as we look to increase parent communication from 55 to 57 percent and also parent involvement from 43% to 45%. Our students will also be a focus as we turn our attention to engagement and support increasing from 74% to 76%. In 2024 our focus will be on establishing our classroom communities as we work on building foundations for a successful transition and positive learning environments. We will engage our students through Play Is the Way and our learning Programs as we work together to ensure every child has opportunities for success.	

Define actions, outcomes, success indicators and activities

Goal 2	To ensure the achievement of high-quality educational outcomes in literacy.
12-month target 2.1 target	Year 3 Naplan Exceeding Proficiency levels Reading to increase from 10% to 12% in 12 months
12-month target 2.2 target	Year 3 Naplan Exceeding levels Writing to increase from 7% to 9% in 12 months
12-month target 2.3 target	Year F-6 above expected level against VC Writing 19% to 21% in 12 months Speaking & Listening 17% to 19% in 12 months
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of staff to deliver evidence-based differentiated classroom practices in literacy (learning intentions, differentiated success criteria and a language of learning).
Actions	Build staff capacity around differentiation in literacy in order to meet the individual needs of our students to increase educational outcomes.
Outcomes	<p>Leaders will deliver professional learning on High Impact Teaching Strategies with a focus on literacy learning. Leaders will embed the language components from 'Science of Reading' to create a consistent language amongst staff. Leaders will work with their teaching teams to build their capacity in embedding VCOP into the planning and teaching of writing. Leaders will work with teaching teams to plan pre-assessments in a timely manner to ensure the data can be used to plan for differentiation. PLT meetings will provide regular time for ongoing moderation of literacy skills across the whole school.</p> <p>Teachers will undertake in learning walks with a focus on High Impact teaching Strategies to upskill their practises. Teachers will regularly analyse pre test and post test data to make data informed planning decisions based on the needs of the cohort. Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post assessments.</p>

	<p>Teachers will implement differentiated success criteria using bronze (must do), silver (should do) and gold (could do). Teachers will increase their range of formative assessment practises to continually monitor students learning and cater for their needs throughout the learning process. Teachers will regularly monitor, review and update IEP's to ensure they are responsive to needs of students and data.</p> <p>Students will set learning goals based on their pre test data. Students will have a clear understanding of their learning goals and the next steps in their learning journey. Students will have work tasks aimed at an appropriate level. Students will feel challenged and stimulated in their learning environment. Students will regularly reflect upon their learning goals.</p>			
Success Indicators	<p>Early Indicators: Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level. Teachers will have consistent goal displays throughout their classroom. Teachers will define goal setting processes for each of our teaching teams. Curriculum documentation will show clear plans for differentiation. VCOP Cold Write, Fountas & Pinnell and Essential Assessment results will increase. Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators: Victorian Curriculum teacher judgement across reading, writing and speaking & listening will increase. IEPs will demonstrate SMART literacy based goals for student working above and below the expected level. AtoSS will demonstrate an increase in learning confidence. Planning documents will demonstrate evidence of exposure to NAPLAN questions and writing prompts. Student NAPLAN results will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Google Sites platform to document how we teach Literacy at Ferntree Gully North P.S.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00

Increasing staff capacity to analyse and interpret pre and post test data to plan for differentiated teaching and learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Build staff capacity in the 5 pillars of reading (phonemic awareness, phonics, fluency, vocabulary & comprehension) to plan and deliver differentiated teaching and learning.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00
Classroom observations and modelling focusing on differentiated teaching and learning practices.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Build staff capacity in VCOP to plan and deliver differentiated teaching.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and embed school processes for students setting goals and monitoring their progress in literacy.			
Actions	Build staff capacity around data practices and getting student goals to increase educational outcomes across literacy.			
Outcomes	Leaders will work with the PLC leaders to up level reading learning goals. Leaders will work with the PLC leaders to review VCOP cohort writing data. Leaders will work with the PLC leaders to identify appropriate curriculum goals for class cohorts/classes. Leaders will work with teaching teams to build confidence in developing pre-assessments for reading and trusting the pre-assessment data. Leaders will work with SIT to develop an English 2.0 scope and sequence with a view of implementation in 2025.			

	<p>Teachers will design appropriate reading learning goals for the cohorts/classes based around pre-assessment data. Teachers will design examples of what a good one looks like for our focus writing genres for students to guide their assessment against. Teachers will provide multiple exposure to teaching sequences, allowing students to regularly set, monitor and reflect upon learning goals. Teaches will implement differentiated teaching and learning to meet individual learning needs based on reading data from pre and post assessments. Teaches will implement differentiated teaching and learning to meet individual learning needs based on writing data from pre and post assessments. Teacher will ensure IEPs are regularly monitored, reviewed and updated to respond to student needs. Teachers will individually conference with students for both reading and writing to allow them to demonstrate their learning through written and verbal forms.</p> <p>Students will set appropriate learning goals based on their pre-assessment data. Students will build their of confidence identifying areas of strength and areas for future improvement from their pre-assessment data. Students will regularly reflect upon their learning goals and identify the next steps in their learning.</p>			
Success Indicators	<p>Early Indicators: Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level. Teachers will have consistent goal displays throughout their classroom. Teachers will define goal setting processes for each of our teaching teams. Curriculum documentation will show clear plans for differentiation. VCOP Cold Write, Fountas & Pinnell and Essential Assessment results will increase. Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators: Victorian Curriculum teacher judgement across reading, writing and speaking & listening will increase. IEPs will demonstrate SMART literacy based goals for student working above and below the expected level. AtoSS will demonstrate an increase in learning confidence. Planning documents will demonstrate evidence of exposure to NAPLAN questions and writing prompts. Student NAPLAN results will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Consistent and shared reading goals across the school to improve student outcomes.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Create writing goals and worked examples for the key genres (narrative, exposition and informative) for students to track their progress.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Regular data meetings with each cohort, the senior/junior school and the whole school to support goal setting, planning and assessment.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Revise speaking & listening data practices and explore student goal setting for this area of literacy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Familiarise ourselves with English 2.0 ready for implementation in 2025.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Goal 3	To ensure the achievement of high-quality educational outcomes in numeracy			
12-month target 3.1 target	Year 3 Naplan exceeding proficiency levels Numeracy from 3% to 5% in 12 months			
12-month target 3.2 target	Year 5 Naplan exceeding proficiency levels Numeracy from 5% to 7% in 12 months			
12-month target 3.3 target	Year F-6 above expected level against VC 19% to 21% in 12 months			

	<p>Number and algebra will increase from 34% to 35% in 12 months Measurement and geometry from 29% to 30% in 12 months Statistics and Probability from 21% to 22% in 12 months</p>
<p>KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Review and embed school processes for students setting goals and monitoring their progress in numeracy.</p>
<p>Actions</p>	<p>Build staff capacity around data practices and setting student goals to increase educational outcomes across numeracy.</p>
<p>Outcomes</p>	<p>Leaders will work with the PLC leader to transition to Number and Algebra based learning goals. Leaders will work with the PLC leader to identify appropriate goals for class cohorts/classes. Leaders will work with their teaching teams to build confidence and trust in pre test data. Leaders will work with the PLC leader and SIT to implement the Mathematics 2.0 scope and sequence.</p> <p>Teachers will design appropriate Number learning goal steps for the cohorts/classes based around pre test data. Teachers will provide multiple exposure to teaching sequences, allowing students to regularly set, monitor and reflect upon learning goals. Teachers will increase their range of assessment practices for assessing learning goals by allowing students to demonstrate their learning through written, verbal and modelled forms. Teachers will align the learning goals to the new Mathematics 2.0 curriculum. Teachers will implement differentiated teaching and learning to meet individual learning needs based on data from pre and post testing. Teachers will ensure that a 3/2 model for teaching number and applied units will be implemented throughout their classrooms. Teacher will IEPs will be regularly monitored, reviewed and updated to respond to student needs.</p> <p>Students will set learning goals based on their pre test data. Students confidence identifying areas of strength and areas for future improvement from their pre test data will increase. Students will set appropriate learning Number based learning goals. Students will regularly reflect upon their learning goals and identify the next steps in their learning.</p>
<p>Success Indicators</p>	<p>Early Indicators: Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level.</p>

	<p>Teachers will have consistent goal displays throughout their classroom. Teachers will define goal setting processes for each of our teaching teams. Curriculum documentation will show clear plans for differentiation. Essential Assessment results will increase. Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators: Victorian Curriculum teacher judgement across all students all six 2.0 strands will increase. IEPs will demonstrate SMART number based goals for student working above and below the expected level. AtoSS will demonstrate an increase in learning confidence. Planning documents will demonstrate evidence of exposure to NAPLAN problems. Student NAPLAN results will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementing Mathematics 2.0 through our school developed scope and sequence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Refining goal setting to develop student learning goals focusing on Number and Algebra.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Increasing staff capacity to analyse and interpret pre and post test data to plan for differentiated teaching and learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00
Redefine student goal setting across mathematics and what student voice looks like within these.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00

<p>KIS 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build capabilities of PLC leaders to lead data analysis and understanding across the school to drive whole school improvement.</p>
<p>Actions</p>	<p>Upskill PLC leaders and staff to analyze and lead data conversations to drive whole school improvement in Numeracy.</p>
<p>Outcomes</p>	<p>Leaders work with Numeracy Learning Specialist to drive conversations and plan for improvement in Numeracy Leaders to support staff to plan and implement whole school approach to unpacking Numeracy data and planning for improvement. Leaders will refine PLT teams to ensure all staff can attend. PLT meeting will provide regular time for ongoing moderation of number skills. Leaders will embed regular analysis of NAPLAN results. Leaders will lead discussions with teachers around student working in the 'Requires Support' NAPLAN proficiency.</p> <p>Teachers to work in PLCs / teams on data and tracking of students for planning, following Numeracy Data schedule. Teachers will regularly analyse pre test and post test data to made data informed planning decisions based on the needs of the cohort. Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post assessments. Teachers will regularly monitor, review and update IEP's to ensure they are responsive to needs of students and data. Teachers across 1-6 will ensure planning exposes students to NAPLAN style problems to build confidence interpreting these. Teachers will implement the Mathematics 2.0 scope and sequence to ensure multiple exposures to key numbers concepts. Teachers will refine goal setting processes within classroom to ensure they are data drive and provide students with a clear understanding of their learning and their next steps.</p> <p>Students will know what the next steps are to progress their learning in Mathematics, based on input from teachers around their data and progress.. Students will have work tasks aimed at an appropriate level. Students will have a clear understanding of their learning goals and the next steps in their learning journey. Students confidence around NAPLAN problems will increase, as will ability to articulate their mathematical thinking.</p>

Success Indicators	<p>Early Indicators: Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level. Teachers will have consistent goal displays throughout their classroom. Teachers will define goal setting processes for each of our teaching teams. Curriculum documentation will show clear plans for differentiation. Essential Assessment results will increase. Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators: Victorian Curriculum teacher judgement across all students all six 2.0 strands will increase. IEPs will demonstrate SMART number based goals for student working above and below the expected level. AtoSS will demonstrate an increase in learning confidence. Planning documents will demonstrate evidence of exposure to NAPLAN problems. Student NAPLAN results will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Classroom modelling and observations to refine goal setting throughout mathematics.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.01
Professional development for all staff focusing on NAPLAN proficiency levels and how to accommodate for these within classrooms.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.01
Professional development with Rob Vingerhoets which will focus on differentiation and planning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,300.00

Increasing staff capacity to analyse and interpret pre and post test data to plan for differentiated teaching and learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.01
Implementing Mathematics 2.0 through our school developed scope and sequence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.01
Goal 4	Enhance student health, wellbeing and engagement.			
12-month target 4.1 target	Years F to 6 attendance to decrease from 32% to 30% in 12 months			
12-month target 4.2 target	Year 4- 6 students Attitudes to School survey Student voice and agency will increase from 62% to 64% in 12 months Motivation and Interest will increase from 74% to 76% Sense of connectedness factor will increase from 75% to 77%.			
12-month target 4.3 target	Parent Opinion Survey parent community engagement domain school communication factor will increase from 55% to 57% in 12 months. parent community engagement domain parent participation and involvement factor will increase from 43% to 45% in 12 months student cognitive engagement domain, motivation and support factor will increase from 74% to 76% in 12 months.			
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capabilities to positively influence their own learning and wellbeing outcomes.			
Actions	A strengthen approach to establish classroom communities focusing on students health and wellbeing will be established.			
Outcomes	Leaders will work with PLCs to develop planning that builds on establishing positive classroom communities. Leaders will work with classroom teachers to clearly document how they are developing their classroom communities and the implementation of HIWS..			

	<p>Leaders will work with teachers to establish an aggrieved understanding of student voice and agency at our school Leaders will employ a part time wellbeing officer to support wellbeing programs and initiatives. Leaders will explore the development and effectiveness of wellbeing goals Leaders will work with staff to analyze and understand ATOss data, implementing strategies based on areas of need. Leaders will work with staff to refine and develop our whole school approach to personal and social learning through PITW, RR and consent Ed.</p> <p>Teachers will establish a clear documented plan of how they will establish and maintain their classroom communities. Teacher will implement social and emotional extra curricular activities in their classrooms to support students needs. Teachers will regularly seek student feedback on engagement and connectedness through a number of different means. Teachers will explore, introduce and implement wellbeing goals linked to school social / emotional framework. Teachers along with wellbeing support will implement programs or initiatives to support the needs of our cohorts/ students.</p> <p>Students will engage in a number of initiatives and programs based on improving their social and emotional wellbeing. Students will have wellbeing goals. Students will have a clear voice in establish the expectations for their classrooms. Students will have opportunities to lead through Junior School Council health and wellbeing across the school, through a number of activities and events. Students will provide regular feedback around school connectedness and engagement.</p>			
Success Indicators	<p>Early Indicators Curriculum documentation will show planning around establishing Classroom Communities and embedding of HIWS. Learning walks and peer observations will highlight implementation of Classroom Communities / HIWS Employment of Welling being officer to support implementation of HIWS and wellbeing programs across the school.</p> <p>Late Indicators Evidence reported against Victorian Curriculum Personal and Social Capability Evidence reported in atoSS factors; sense if connectedness, emotional awareness and regulation, psychological distress, resilience. Survey data reported at local school level. Whole School wellbeing program progress data as evidenced by Wellbeing programs implemented by Wellbeing Officer</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning around development of classroom communities in planning and through HIWS	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	
Implementation of Wellbeing goals for students	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of School Wellbeing survey and unpacking of ATOSS	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).			
Actions	Teachers to build knowledge of HIWS and embed the practical strategies within their classrooms.			
Outcomes	<p>Leaders will support professional development of PLC leaders to implement HIWS. Leaders will support all teachers to embed HIWS across school. Leaders employ Wellbeing officer to support implementation of HIWS and whole school wellbeing programs</p> <p>Teachers will develop knowledge and skills to embed HIWS into classrooms Teachers will build on and develop further relationships with students Teachers will facilitate and support healthy peer relationships Teachers will establish clear classroom expectations that align with schools values and philosophy Teachers will engage students through development and implementation of high quality engaging educational program Teachers will recognize, respond and support students mental health care needs Teachers will plan for and support inclusion and belonging within their classrooms</p> <p>Students will feel a sense of inclusion and belonging to school and school community</p>			

	<p>Students will be able to express themselves at school, seeking help and support if needed. Students will have strong relationships with all teachers / students across the school Students will know what is expected of them and have been a co-creator in establishing classroom expectations and goals.</p>			
Success Indicators	<p>Early Indicators Curriculum documentation will show planning around establishing Classroom Communities and embedding of HIWS. Learning walks and peer observations will highlight implementation of Classroom Communities / HIWS Employment of Wellbeing officer to support implementation of HIWS</p> <p>Late Indicators Evidence reported against Victorian Curriculum Personal and Social Capability Evidence reported in atoSS factors; sense of connectedness, emotional awareness and regulation, psychological distress, resilience. Survey data reported at local school level. Whole School wellbeing program progress data as evidenced by Wellbeing programs implemented by Wellbeing Officer</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employment of Wellbeing officer	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,165.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document processes that show how regular wellbeing data will be stored and monitored	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule regular learning walks and peer observation that focus on HIWS	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide all staff professional learning around HIWS and support to implement strategies into planning documentation	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.			
Actions	Increase parent / school engagement throughout the year to promote a positive whole school environment.			
Outcomes	<p>Leaders to work teams on planning and showcasing whole school events that engage our students, parents and school community. Leaders work with PLC to develop whole school resources that will support the overall health and wellbeing of students and parents. Leaders to work with Gully Norths Parents association to implement and support whole school events and fundraising activities to engage our community and support our school.</p> <p>Teachers will plan activities for their cohort that engage our students and community. Teachers will look to build relationships with parents as partners of the learning journey at Gully North. Teachers will work to promote our school to our community, through incursions, excursions, special days, promotion on Facebook and within our local paper.</p> <p>Students will showcase their learning through special days and whole school activities that will engage their parents and community. Students will engage in activities that support their health, wellbeing and school connections. Students will access school resources that support their health and wellbeing and connection to school community.</p>			
Success Indicators	<p>Early Indicators</p> <p>Established Gully North Parents association that works to support our school, students and community.</p> <p>Victorian Curriculum and Whole School Planning documentation that incorporates learning that is engaging and promotes community engagement.</p> <p>Current AtoSS showing factors such as sense of connectedness.</p>			

	Planning Documentation highlighting whole school events Parent Opinion survey Late Indicators Event Calendar and Planning documentation showcasing whole school events AtoSS showing factors such as school connectedness Parent Opinion survey			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct ATOSS & Parent opinion Survey	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Community to join Ferntree Gully North Parents Association.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Manage at whole school Level School Events that promote engagement and deliver high educational outcomes to our students	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$39,758.40	\$0.00	\$39,758.40
Disability Inclusion Tier 2 Funding	\$147,340.03	\$0.00	\$147,340.03
Schools Mental Health Fund and Menu	\$37,503.31	\$30,165.00	\$7,338.31
Total	\$224,601.74	\$30,165.00	\$194,436.74

Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Wellbeing officer	\$30,165.00
Provide all staff professional learning around HIWS and support to implement strategies into planning documentation	\$0.00
Conduct ATOSS & Parent opinion Survey	\$0.00
Totals	\$30,165.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Wellbeing officer	from: Term 1 to: Term 4	\$30,165.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health and wellbeing leaders
Provide all staff professional learning around HIWS and support to implement strategies into planning documentation	from: Term 1 to: Term 4	\$0.00	
Conduct ATOSS & Parent opinion Survey	from: Term 1 to: Term 4	\$0.00	
Totals		\$30,165.00	

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
Google Sites platform to document how we teach Literacy at Ferntree Gully North P.S.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Implementing Mathematics 2.0 through our school developed scope and sequence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Increasing staff capacity to analyse and interpret pre and post test data to plan for differentiated teaching and learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional development with Rob Vingerhoets which will focus on differentiation and planning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implementing Mathematics 2.0 through our school	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

developed scope and sequence.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Employment of Wellbeing officer	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site