

2023 Annual Implementation Plan

for improving student outcomes

Kew East Primary School (3161)



Submitted for review by Peter Madden (School Principal) on 20 December, 2022 at 01:53 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 31 January, 2023 at 12:11 PM
Endorsed by Jarrod Frazer (School Council President) on 13 February, 2023 at 02:29 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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	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	

Support	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	

Enter your reflective comments	KEPS has embedded consistent whole-school practices that support our high quality teaching and learning environment with all stakeholders - students, parents, staff & community. Our largest areas for improvement is to continue to build and enhance authentic student voice and agency within the school.
Considerations for 2023	*Need to follow through with students forums next year to gain their feedback early and involve them in the improvement cycle

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
 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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth for all students in literacy.
Target 2.1	<p>By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN:</p> <ul style="list-style-type: none"> • writing, from 44% in 2019 to 50%. • grammar and punctuation, from 61% in 2019 to 65%. • spelling, from 58% in 2019 to 65%.
Target 2.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN spelling, from 24% in 2019 to 20%.

Target 2.3	By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in writing from 26% in 2019 to 30%.
Key Improvement Strategy 2.a Building practice excellence	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.
Key Improvement Strategy 2.b Instructional and shared leadership	Build instructional and shared leadership capability of all staff to collaboratively improve the teaching and learning of writing (including grammar, punctuation & spelling) and reading.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in literacy.
Goal 3	To maximise the learning growth for all students in numeracy.
Target 3.1	By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy, from 56% in 2019 to 65%.
Target 3.2	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 20% in 2019 to 25%.
Target 3.3	By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • number and algebra from 38% in 2019 to 40%.

	<ul style="list-style-type: none"> • measurement and geometry from 33% in 2019 to 37%.
Key Improvement Strategy 3.a Building practice excellence	Build and embed the Kew East Primary School numeracy instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.
Key Improvement Strategy 3.b Instructional and shared leadership	Build instructional and shared leadership capability of all staff to collaboratively improve the teaching and learning of numeracy.
Key Improvement Strategy 3.c Curriculum planning and assessment	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in numeracy.
Goal 4	To ensure students are socially and emotionally resilient; and are empowered learners who are engaged in stimulating and challenging learning.
Target 4.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • social engagement domain, student voice and agency factor will increase from 60% in 2020 to 80% • effective teaching practice domain, differentiated learning challenge factor will increase from 76% in 2020 to 85% • effective teaching practice domain, stimulated learning factor will increase from 67% in 2020 to 75% • teacher-student relations domain, teacher concern factor will increase from 64% in 2020 to 75%.
Target 4.2	By 2025 the average percentage of Year 1-6 students assessed to be above the expected Victorian Curriculum (VC) Levels F-10 for Critical and Creative Thinking achievement standards will increase from 52% in 2019 to 65%.

Target 4.3	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following 'KEPS Student Wellbeing Survey' measures will show:</p> <ul style="list-style-type: none"> • 'managing social media' will increase from 66% in 2021 to 75% • 'mental health - learning' will increase from 63% in 2021 to 70% • 'mental health - social' will increase from 69% in 2021 to 75%
Key Improvement Strategy 4.a Curriculum planning and assessment	<p>Develop and implement rich, relevant, and engaging learning that stimulates and challenges all students.</p>
Key Improvement Strategy 4.b Empowering students and building school pride	<p>Further develop students' understanding of themselves as learners and increase agency in their learning.</p>
Key Improvement Strategy 4.c Health and wellbeing	<p>Embed a culture of social and emotional health across the school community.</p>

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.																																																
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To maximise learning growth for all students in literacy.	
12 Month Target 2.1	Grammar & Punctuation - NAPLAN Top 2 Bands Yr 5 To increase the % of Year 5 students in the Top 2 bands NAPLAN Grammar & Punctuation from 62% in 2022 to 63% in 2023.	
12 Month Target 2.2	Spelling - NAPLAN Top 2 Bands Yr 5 To increase the % of Year 5 students in the Top 2 bands NAPLAN Spelling from 58% in 2022 to 61% in 2023. *Note: benchmark learning growth data was not made available in 2022	
12 Month Target 2.3	WRITING - VC To increase the % of students 12 or more months, above expected year level in writing VC as per the following:	

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KIS 1 Building practice excellence	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.		Yes
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KIS 3 Curriculum planning and assessment	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in literacy.		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.	To continue building teacher capacity and consistency in implementing our whole school approach for reading and writing. To implement and embed the grammar and punctuation scope and sequence, building pedagogical knowledge of this area.		

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal 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>																																																
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KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	<ol style="list-style-type: none"> 1. To improve professional knowledge and practice of the 'what' and 'how' to teach geometry. 2. To further strengthen the capacity of all teachers to develop and incorporate learning opportunities which promote critical thinking and engage students in quality classroom discourse (during all numeracy sessions). 3. To enhance collaboration and collective responsibility for the planning and teaching of numeracy. 4. Review and re-structure the KEPS Assessment Guidelines (including the assessment schedule) to reflect the purpose of each assessment and ensure standard implementation practices are followed to ensure data validity 			
Outcomes	<p>LEADERS:</p> <ul style="list-style-type: none"> • CIT Leader and Team Leaders to support and monitor weekly numeracy planning • CIT and Team Leaders to implement professional reading plan • CIT and Team Leaders to welcome team members to observe their teaching <p>TEACHERS:</p> <ul style="list-style-type: none"> • Create planning documents that reflect evidence-based instructional practices based on KEPS approaches and professional learning • Effectively use materials to support student learning • Continuously reflect on and refine practice and regularly discuss and/or observe the numeracy teaching of colleagues <p>STUDENTS:</p> <ul style="list-style-type: none"> • Justify and evaluate their own and others' thinking in mathematics classes • Display an increased use of numeracy specific geometry language 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • CIT, Staff and Team Meeting minutes which show planning and reflection discussions and professional reading analysis • Updated Mathematics Scope and Sequence <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian curriculum data • Student feedback (Survey Monkey) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Coordinate a Curriculum Day involving Cath Pearn on the 'what' and 'how' to teach Geometry, from Year 2 – 6</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</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>
<p>Modify Year Level Term Overviews to ensure Geometry concepts are taught in Semester 2 (after Cath Pearn PD)</p>	<p><input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</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>
<p>Purchase Geometry whole school equipment to support the learning from Cath Pearn.</p>	<p><input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Develop staff capacity to create questions and tasks that engage students in higher levels of thinking (Semester 1 – Number and Algebra, Semester 2 – Geometry) through professional reading, peer observation and modelling.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Improve the ability of staff to promote quality discussion, that is, where students justify and evaluate their own and others' mathematical thinking through professional reading, peer observation and modelling.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Monitoring of Year Level weekly planning to ensure explicit teaching, multiple exposures, critical thinking problems and multi-step problems are being included on a regular basis.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Audit and monitor the implementation of Learning Goals across the school to ensure that students have agency over their learning and that there are systems in place so that these are achieved in a timely manner.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Review and re-structure the KEPS Assessment Guidelines (including the assessment schedule) to reflect the purpose of each assessment and ensure standard implementation practices are	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>followed to ensure data validity. Ensure the purpose of mandated assessments are well-understood by all staff, including, consistent implementation with the assessment tools standard implementation practices and adherence to defined timelines for timely and purposeful analysis of data. Audit against the NEVR Assessment Schedule rubric and make adjustments where necessary.</p>	<input checked="" type="checkbox"/> School Leadership Team		to: Term 3	<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
<p>Continue to implement the Tutor Learning Initiative with identified students based on data, with clear goals and measurable outcomes, monitored by the tutor and co-developed with teachers</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ol style="list-style-type: none"> 1. Implementation of the student Wellbeing scope and sequence, including Respectful Relationships curriculum and community awareness 2. Build teacher capacity to plan, teach and assess Digital Technology 3. Enhance student, staff and community understanding of the strategies to implement to stay safe while online 			

Outcomes	<p>LEADERS will:</p> <ul style="list-style-type: none"> - Support teachers to implement the new Wellbeing Scope and Sequence - Facilitate professional learning sessions for staff and KEPS community on Respectful Relationships, Digital Technology and Cyber Safety <p>TEACHERS will:</p> <ul style="list-style-type: none"> - Demonstrate enhanced knowledge of Respectful Relationships curriculum - Be able to recognise and respond effectively when students are not feeling safe online or at school - Plan and implement sessions which use Digital Technology that caters for student differentiation <p>STUDENTS will:</p> <ul style="list-style-type: none"> - Report enhanced stimulation and challenge when using Digital Technology - Explain and apply strategies to develop and maintain respectful relationships with others - Students articulate strategies to improve their mental health in their learning 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • Planning documents which include Respectful Relationships, Cyber Safety and Digital Technology Curriculum • Feedback from Staff and Community PL Sessions • Student support resources displayed around the school to embed safety messages • Students articulate strategies to improve their mental health in their learning <p>Late indicators:</p> <ul style="list-style-type: none"> • Student Attitudes to School data: Stimulated Learning • KEPS Wellbeing Survey: Mental Health 'Learning' 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff Professional Development in Digital Technology in Term 1. Focus: Coding efficiently, Java Script, integrating into other curriculum areas	<input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> STEM Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <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
Implement Cyber Safety Project (program) as part of Wellbeing scope and sequence F-6	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Incorporate one explicit Digital Technology unit per term, for example, into POD Planner or Maths Planner, etc.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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

<p>Purchase new accessories or update existing Digital Technology equipment and resources.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator 	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Create and conduct KEPS survey (in place of PIVOT) to monitor student engagement and to set class and teacher goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Conduct and analyse KEPS Student Wellbeing Survey twice a year with Year 3-6 students.</p> <p>Semester 'Action Plan' per cohort to be developed based on results of survey.</p> <p>Conduct focus groups with a sample of students after the results</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

<p>have been collated to further unpack data and use information to identify strategies to put in place.</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>
<p>Implement updated Wellbeing Scope and Sequence which includes Respectful Relationships content, bullying prevention and management and eSmart resources. One lesson per week minimum.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>
<p>Identify and let students in your class know of 2 to 3 opportunities throughout each day that is appropriate to discuss and value their student mental health, for example, lunch eating time, transitions between lessons, before school, library.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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</p>

				may include DET funded or free items
Parent Information session/s and/or age-specific newsletter information tips on mental health (combination of Respectful Relationships, eSmart advice, preventing and managing stress, positive self-perceptions).	<input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Monitor and implement reasonable adjustments for students - Student snapshots, Behaviour plans, individualised reward systems & individualised visual schedules (where identified) and other ILP documents updated at least once per term, or more often, as required. Upload and share these plans and adjustments with other staff and parents/carers, whenever updated and where appropriate and required.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Document student incidents, parent contact, and general well-being observations as soon as possible after the event occurs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Involve students in themed wellbeing events, such as, Safer Internet Day (Tues Feb 7th 2023), International Day Against Bullying and Violence (3rd Friday of each March) and Are You Ok? Day (September 14th 2023). Where possible, try to make links to a community event and/or school fundraiser. E.g. Welcome BBQ and Safer Internet Day.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Goal 2	To maximise learning growth for all students in literacy.			
12 Month Target 2.1	Grammar & Punctuation - NAPLAN Top 2 Bands Yr 5 To increase the % of Year 5 students in the Top 2 bands NAPLAN Grammar & Punctuation from 62% in 2022 to 63% in 2023.			
12 Month Target 2.2	Spelling - NAPLAN Top 2 Bands Yr 5 To increase the % of Year 5 students in the Top 2 bands NAPLAN Spelling from 58% in 2022 to 61% in 2023.			

	*Note: benchmark learning growth data was not made available in 2022																								
12 Month Target 2.3	<p>WRITING - VC</p> <p>To increase the % of students 12 or more months, above expected year level in writing VC as per the following:</p> <table border="1"> <thead> <tr> <th>2023 Yr</th> <th>2022 Baseline</th> <th>2023 Target</th> </tr> </thead> <tbody> <tr> <td>Yr F</td> <td>N/A</td> <td>40%</td> </tr> <tr> <td>Yr 1</td> <td>39%</td> <td>40%</td> </tr> <tr> <td>Yr 2</td> <td>37%</td> <td>40%</td> </tr> <tr> <td>Yr 3</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Yr 4</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Yr 5</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Yr 6</td> <td>31%</td> <td>35%</td> </tr> </tbody> </table>	2023 Yr	2022 Baseline	2023 Target	Yr F	N/A	40%	Yr 1	39%	40%	Yr 2	37%	40%	Yr 3	20%	30%	Yr 4	33%	40%	Yr 5	35%	40%	Yr 6	31%	35%
2023 Yr	2022 Baseline	2023 Target																							
Yr F	N/A	40%																							
Yr 1	39%	40%																							
Yr 2	37%	40%																							
Yr 3	20%	30%																							
Yr 4	33%	40%																							
Yr 5	35%	40%																							
Yr 6	31%	35%																							
KIS 1 Building practice excellence	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.																								
Actions	<ol style="list-style-type: none"> To build teacher capacity and consistency in implementing our whole school approach for reading and writing To implement and embed the grammar and punctuation scope and sequence, building pedagogical knowledge of this area 																								
Outcomes	<p>LEADERS:</p> <ul style="list-style-type: none"> CIT Leader and Team Leaders to support and monitor reading and writing planning, using the English (reading and writing) Grammar and Punctuation Scope and Sequence documents as an overall guide to inform planning on planning days and on a weekly basis in PLTs. CIT and Team Leaders to implement professional reading plan focussing on reading or writing, such as, grammar and punctuation terminology, seven steps videos, 6+1 writing traits, FP continuum (SOSA wheel) – professional reading to be tailored to staff needs for that team or area depending on the starting point and where staff are in their learning journey, eg. if there are new staff to a team <p>TEACHERS:</p> <ul style="list-style-type: none"> Create planning documents that reflect evidence-based instructional practices based on KEPS approaches and professional learning Effectively use data to inform planning and school agreed resources, such as, SOSA wheel strategies, carefully selected texts for guided reading and mentor texts for writing, 6+1 Writing Traits and Seven Steps to support student learning Continuously reflect on and refine practice and regularly discuss and/or observe the practice of teaching reading and writing through PLTs, peer observation or coaching 																								

	STUDENTS: <ul style="list-style-type: none"> • Will know what they are focusing on and why in a lesson, teacher group and for individual goals • Will show improvements in their reading comprehension through assessment data, guided reading discussions and independent tasks in reading • Will show improvements in their writing pieces, using 6+1 Writing Traits, Seven Steps and Grammar and Punctuation language appropriate to their level 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • CIT, Staff PLT meeting minutes which show planning and reflection discussions and professional reading analysis • Implementation of the Grammar and Punctuation scope and sequence will be evident in weekly planning documents • Team planning documents for reading and writing each week will show the KEPS instructional models and approaches being implemented <p>Late indicators:</p> <ul style="list-style-type: none"> • NAPLAN Top 2 bands for Year 5 (as per targets) • Victorian curriculum data F-6 for reading and writing 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Facilitate a Curriculum Day (1/2 day) to introduce the Grammar and Punctuation Scope and Sequence document and have staff unpack the terminology and pedagogical understandings. Teams to inform English leader during Term 1 of team needs for professional learning for the curriculum day.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Implement the Grammar and Punctuation Scope and Sequence, teams to use as a guide for teaching Grammar and Punctuation at	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>their level. Reflect on this as a level team and leadership team throughout the year.</p>	<input checked="" type="checkbox"/> Teacher(s)		<p>to: Term 4</p>	<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
<p>Develop staff capacity in implementing the KEPS instructional approach for reading and writing by engaging in peer observation and/or coaching.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
<p>Embed instructional model for writing using 6+1 writing traits and Seven Steps. Develop teacher capacity to teach writing in the whole class focus and teacher groups; using modelled, shared and interactive writing as well as mentor texts and student writing as examples, ensuring there is a range of modes being used in the whole class focus (one type per lesson, but a variety being used in the planning and teaching of writing).</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
Embed the reading instructional model with peer observation and/or coaching focusing on using the strategies from the F+P SOSA Wheel and school approach with the lesson structure.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Critically review planners against our planning expectations for reading and writing(including spelling and G&P) in as a leadership team, SIT and in PLTs	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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

<p>Review proof reading and editing processes across the school to ensure they align with expectations for Grammar and Punctuation and spelling are being implemented in a way to support students effectively.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Goals to be reviewed at a team level and updated for reading and writing using the SOSA wheel framework for reading goals and the 6+1 Writing Traits framework for the writing goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Plan to use NAPLAN style questions in some planning eg. Whole class focus, introductions or warm ups, for reading and language conventions and have students typing writing directly (year 2 up).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Analyse and unpack 2023 NAPLAN data for Year 3 and 5 at team and individual student level. Compile and analyse the NAPLAN versus Semester 2, 2022 Progression Points comparison table for year 3 and 5.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$5,000.00	-\$5,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$5,000.00	-\$5,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to implement the Tutor Learning Initiative with identified students based on data, with clear goals and measurable outcomes, monitored by the tutor and co-developed with teachers	\$5,000.00
Totals	\$5,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to implement the Tutor Learning Initiative with identified students based on data, with clear goals and measurable outcomes,	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing

monitored by the tutor and co-developed with teachers			
Totals		\$5,000.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Coordinate a Curriculum Day involving Cath Pearn on the 'what' and 'how' to teach Geometry, from Year 2 – 6	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Cath Pearn	<input checked="" type="checkbox"/> On-site
Develop staff capacity to create questions and tasks that engage students in higher levels of thinking (Semester 1 – Number and Algebra, Semester 2 – Geometry) through professional reading, peer observation and modelling.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Improve the ability of staff to promote quality discussion, that is, where students justify and evaluate their own and others' mathematical thinking through professional reading, peer observation and modelling.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff Professional Development in Digital Technology in Term 1. Focus: Coding efficiently, Java Script, integrating into other curriculum areas	<input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> STEM Coordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>Monitor and implement reasonable adjustments for students - Student snapshots, Behaviour plans, individualised reward systems & individualised visual schedules (where identified) and other ILP documents updated at least once per term, or more often, as required.</p> <p>Upload and share these plans and adjustments with other staff and parents/carers, whenever updated and where appropriate and required.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Suse Nelson - OT	<input checked="" type="checkbox"/> On-site
<p>Facilitate a Curriculum Day (1/2 day) to introduce the Grammar and Punctuation Scope and Sequence document and have staff unpack the terminology and pedagogical understandings. Teams to inform English leader during Term 1 of team needs for professional learning for the curriculum day.</p>	<input checked="" type="checkbox"/> Literacy Leader	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Learning Progressions	<input checked="" type="checkbox"/> On-site
<p>Develop staff capacity in implementing the KEPS instructional approach for</p>	<input checked="" type="checkbox"/> Literacy Leader	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

reading and writing by engaging in peer observation and/or coaching.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	
Analyse and unpack 2023 NAPLAN data for Year 3 and 5 at team and individual student level. Compile and analyse the NAPLAN versus Semester 2, 2022 Progression Points comparison table for year 3 and 5.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site