

2023 Annual Implementation Plan

for improving student outcomes

Frankston Primary School (1464)



Submitted for review by Renee Kennedy (School Principal) on 23 January, 2023 at 01:49 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 24 January, 2023 at 09:21 AM
Endorsed by Chad Wilson (School Council President) on 06 March, 2023 at 03:56 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	Evolving
	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.	Evolving
	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	Evolving
	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	Evolving
	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	Evolving
	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	<p>From the School Review, key challenge areas identified for the school include:</p> <ul style="list-style-type: none"> * Building Numeracy and Literacy teacher practice and student learning outcomes, particularly improving writing. * Develop and build a practice that engages students through by intentionally activating their voice and agency and through leadership development.
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	<ul style="list-style-type: none"> * Develop strategies to actively support increased management of bullying. * Building student attendance, with a particular focus on students at risk of 20 or more absence days.
<p>Considerations for 2023</p>	<p>Strategic Plan moving forward - Year One of SSP: 2023 AIP</p> <p>Our 2023 AIP will focus on the key areas of:</p> <ul style="list-style-type: none"> * Development of leadership through the implementation of effective PLC practice. * Building of teacher practice - Numeracy and Reading professional learning, PLC implementation and peer observation and coaching to building and enhance teacher practice. * Building of teacher data literacy - particular focus on formative assessment in order to develop responsive teaching. * Building effective structures and processes to support improved student attendance. * Development of whole school key understandings of student, voice and agency - and building initial areas in this across the school. * Work towards embedding a positive school culture through the further professional learning and building staff understandings of Restorative Practice - including student peer meditation training. * Building of scope and sequence to support building of teacher content knowledge - mathematics and emotional and social learning
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	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.
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	Improve student learning outcomes.
Target 2.1	By 2026, decrease the percentage of students achieving in the bottom two bands in NAPLAN Numeracy <ul style="list-style-type: none"> • Year 3 from 34% (2022) to 20% • Year 5 from 33% (2022) to 20%
Target 2.2	By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Numeracy from 17% (2021) to 25%.
Target 2.3	By 2026, increase the percentage of students in top two bands in NAPLAN Writing <ul style="list-style-type: none"> • Year 3 from 33% (2022) to 55%

	<ul style="list-style-type: none"> Year 5 from 16% (2022) to 22%
Target 2.4	By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Writing from 4% (2021) to 22%
Target 2.5	By 2026, increase the percentage of students at or above the expected level in the Victorian Curriculum in Writing from 64% (2021, Semester 2) to 75%.
Target 2.6	<p>By 2026, the percentage of positive responses by students to the ATOS factor</p> <ul style="list-style-type: none"> Stimulated learning will increase from 80% (2022) to 85% Sense of confidence will increase from 79% (2022) to 85%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher knowledge and practice in evidence-based instruction.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Enhance teacher capability in the use of data to inform responsive teaching.

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.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	Strengthen the instructional leadership approach to learning and wellbeing.
Goal 3	To enhance student wellbeing outcomes.
Target 3.1	By 2026, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 22%.
Target 3.2	By 2026, the percentage of positive responses by students to the ATOS factor <ul style="list-style-type: none"> • Student voice and agency will increase from 73% (2022) to 80% • Perseverance will increase from 70% (2022) to 85% • Effort will increase from 83% (2022) to 90%
Target 3.3	By 2026, the percentage of positive responses by students to the ATOS factor Managing bullying will increase from 84% (2022) to 90%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum	Engage students as partners in their education.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance the school's approach to student wellbeing.</p>
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a whole school approach to improving attendance rates.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Student Learning - 12 month targetPAT Achievement Data:(a) At the end of Semester Two, we will decrease the % of students achieving PAT bottom 3 stanine scores in Reading and Mathematics (1,2 & 3):PAT Reading:* Year 2 cohort from 31% (Nov 2022) to 25%* Year 4 cohort from 25% (Nov 2022) to 20%* Year 6 cohort from 29% (Nov 2022) to 25%PAT Maths:* Year 2 cohort from 19% (Nov 2022) to 15%* Year 4 cohort from 47% (Nov 2022) to 40%* Year 6 cohort from 43% (Nov 2022) to 38%(b) At the end of Semester Two, we will increase the % of students achieving PAT top stanine scores in Reading and Mathematics (7,8 & 9):PAT Reading:* Year 2 cohort from 23% (Nov 2022) to 26%* Year 4 cohort from 27% (Nov 2022) to 30%* Year 6 cohort from 0% (Nov 2022) to 5%PAT Maths:* Year 2 cohort from 15% (Nov 2022) to 18%* Year 4 cohort from 18% (Nov 2022) to 21%* Year 6 cohort from 10% (Nov 2022) to 15%(b) At the end of Semester Two, we will increase the P - 6 percentage of students at or above level against the Victorian Curriculum in English - Writing from 69% (2022, Semester 2) to 75%.(c) At the end of Semester Two, we will increase the P - 6 percentage of students</p>

			<p>at or above level against the Victorian Curriculum in Mathematics - Number and Algebra from 86% (2022, Semester 2) to 88%.(d) Staff Opinion Survey Indicators will show growth in the following areas in 2023:* Instructional Leadership - maintain 93% or above* Collective Efficacy from 78% to 80%* Academic Emphasis from 74% to 76%2. Student Wellbeing - 12 month target(a) Student Opinion Survey Indicators will show growth in the following Student Learning areas in 2023:* Stimulated Learning from 80% in 2022 to 82% in 2023.* Differentiated Learning Challenge from 89% in 2022 to 90% in 2023.* Sense of Confidence from 79% in 2022 to 81% in 2023.(b) Student Opinion Survey Indicators will show growth in the following Student Wellbeing areas in 2023:* Student Voice and Agency from 73% in 2022 to 75% in 2023.* Managing Bullying from 84% in 2022 to 86% in 2023.(c) At the end of 2023, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 30%.</p>
Improve student learning outcomes.	No	<p>By 2026, decrease the percentage of students achieving in the bottom two bands in NAPLAN Numeracy</p> <ul style="list-style-type: none"> • Year 3 from 34% (2022) to 20% • Year 5 from 33% (2022) to 20% 	
		<p>By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Numeracy from 17% (2021) to 25%.</p>	
		<p>By 2026, increase the percentage of students in top two bands in NAPLAN Writing</p>	

		<ul style="list-style-type: none"> • Year 3 from 33% (2022) to 55% • Year 5 from 16% (2022) to 22% 	
		By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Writing from 4% (2021) to 22%	
		By 2026, increase the percentage of students at or above the expected level in the Victorian Curriculum in Writing from 64% (2021, Semester 2) to 75%.	
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To enhance student wellbeing outcomes.	No	By 2026, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 22%.	
		<p>By 2026, the percentage of positive responses by students to the ATOS factor</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 73% (2022) to 80% • Perseverance will increase from 70% (2022) to 85% • Effort will increase from 83% (2022) to 90% 	

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Goal 1	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.
12 Month Target 1.1	<p>1. Student Learning - 12 month target</p> <p>PAT Achievement Data:</p> <p>(a) At the end of Semester Two, we will decrease the % of students achieving PAT bottom 3 stanine scores in Reading and Mathematics (1,2 & 3):</p> <p>PAT Reading:</p> <ul style="list-style-type: none"> * Year 2 cohort from 31% (Nov 2022) to 25% * Year 4 cohort from 25% (Nov 2022) to 20% * Year 6 cohort from 29% (Nov 2022) to 25% <p>PAT Maths:</p> <ul style="list-style-type: none"> * Year 2 cohort from 19% (Nov 2022) to 15% * Year 4 cohort from 47% (Nov 2022) to 40% * Year 6 cohort from 43% (Nov 2022) to 38% <p>b) At the end of Semester Two, we will increase the % of students achieving PAT top stanine scores in Reading and Mathematics (7,8 & 9):</p> <p>PAT Reading:</p> <ul style="list-style-type: none"> * Year 2 cohort from 23% (Nov 2022) to 26% * Year 4 cohort from 27% (Nov 2022) to 30% * Year 6 cohort from 0% (Nov 2022) to 5% <p>PAT Maths:</p> <ul style="list-style-type: none"> * Year 2 cohort from 15% (Nov 2022) to 18% * Year 4 cohort from 18% (Nov 2022) to 21%

	<p>* Year 6 cohort from 10% (Nov 2022) to 15%</p> <p>(b) At the end of Semester Two, we will increase the P - 6 percentage of students at or above level against the Victorian Curriculum in English - Writing from 69% (2022, Semester 2) to 75%.</p> <p>(c) At the end of Semester Two, we will increase the P - 6 percentage of students at or above level against the Victorian Curriculum in Mathematics - Number and Algebra from 86% (2022, Semester 2) to 88%.</p> <p>(d) Staff Opinion Survey Indicators will show growth in the following areas in 2023: * Instructional Leadership - maintain 93% or above * Collective Efficacy from 78% to 80% * Academic Emphasis from 74% to 76%</p> <p>2. Student Wellbeing - 12 month target</p> <p>(a) Student Opinion Survey Indicators will show growth in the following Student Learning areas in 2023: * Stimulated Learning from 80% in 2022 to 82% in 2023. * Differentiated Learning Challenge from 89% in 2022 to 90% in 2023. * Sense of Confidence from 79% in 2022 to 81% in 2023.</p> <p>(b) Student Opinion Survey Indicators will show growth in the following Student Wellbeing areas in 2023: * Student Voice and Agency from 73% in 2022 to 75% in 2023. * Managing Bullying from 84% in 2022 to 86% in 2023.</p> <p>(c) At the end of 2023, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 30%.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

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>
<p>12 Month Target 1.1</p>	<p>1. Student Learning - 12 month target</p> <p>PAT Achievement Data:</p> <p>(a) At the end of Semester Two, we will decrease the % of students achieving PAT bottom 3 stanine scores in Reading and Mathematics (1,2 & 3): PAT Reading: * Year 2 cohort from 31% (Nov 2022) to 25% * Year 4 cohort from 25% (Nov 2022) to 20% * Year 6 cohort from 29% (Nov 2022) to 25%</p> <p>PAT Maths: * Year 2 cohort from 19% (Nov 2022) to 15% * Year 4 cohort from 47% (Nov 2022) to 40% * Year 6 cohort from 43% (Nov 2022) to 38%</p> <p>b) At the end of Semester Two, we will increase the % of students achieving PAT top stanine scores in Reading and Mathematics (7,8 & 9): PAT Reading: * Year 2 cohort from 23% (Nov 2022) to 26% * Year 4 cohort from 27% (Nov 2022) to 30% * Year 6 cohort from 0% (Nov 2022) to 5%</p> <p>PAT Maths: * Year 2 cohort from 15% (Nov 2022) to 18% * Year 4 cohort from 18% (Nov 2022) to 21% * Year 6 cohort from 10% (Nov 2022) to 15%</p> <p>(b) At the end of Semester Two, we will increase the P - 6 percentage of students at or above level against the Victorian Curriculum in English - Writing from 69% (2022, Semester 2) to 75%.</p>

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<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Teacher Knowledge and Practice in Evidence Based Instruction:</p> <ul style="list-style-type: none"> * Strengthen consistency in school-wide Numeracy instruction. * Develop teacher knowledge of the Mathematics Curriculum. <p>Use of Data to Inform Responsive Teaching:</p> <ul style="list-style-type: none"> * Strengthen teacher use of data in PLC practice to build responsive teaching practice. * Strengthen teacher use of data in Team collaborative planning to inform and support responsive differentiation. <p>Instructional Leadership Approach to Student Learning and Wellbeing:</p> <ul style="list-style-type: none"> * Establish clear PLC structures that strengthen teacher practice to enhance student learning and student wellbeing

<p>Outcomes</p>	<p>Practice in Evidence-Based Instruction - Numeracy: Leaders will build and enhance teacher Numeracy knowledge and instructional practice through professional learning. Leaders will establish and embed PLC structures to support teacher collaboration and strengthen teaching practice. Leaders will develop school Mathematics Scope and Sequence. Leaders will support teaching staff to build and strengthen knowledge of the Mathematics Curriculum. Teachers will use evidence-based instructional practice in the support of high quality classroom practice. Teachers will build their knowledge of Mathematics Curriculum to inform differentiated planning through the use of the whole school scope and sequence. Teachers will implement differentiated learning and teaching to meet individual student needs. Students will know what the next steps are to progress their own learning.</p> <p>Use of Data to Inform Responsive Teaching: Leaders will build and support teachers to effectively respond to summative and formative assessment through professional learning. PLC Leaders will develop consistent language, processes and structures in reviewing whole school data that supports clear use of data in PLCs. Teachers will plan collaboratively to implement differentiated teaching and learning to meet individual student needs using data from pre-post tests. Teachers will utilise formative assessment in each Maths lesson to respond to student learning needs. Teachers will engage in and build their PLC practice to enhance use of data in responsive teaching. Student learning needs will be met through differentiated learning tasks.</p> <p>Instructional Leadership - PLC Structures to enhance Student Learning and Student Wellbeing: PLC Leaders will implement and embed consistent whole school PLC language, processes and structures. Wellbeing Leaders will facilitate PLC structures and processes to support and enhance positive student wellbeing. Specialist Team will implement PLC structures and processes to support positive student engagement and wellbeing. Teachers will actively participate in PLC Inquiry Cycles. Teachers will reflect positive endorsement of PLC process. Students targeted in the PLC process will show positive student learning, wellbeing and engagement data growth.</p>
<p>Success Indicators</p>	<p>Student Learning Success Indicators:</p> <p>Evidence based Practice: Early indicators:</p>

Team planning documentation will show differentiated learning activities in Numeracy.
 Number pre – post test data will show mid-high student learning growth.
 Positive teacher endorsement of professional learning and PLC structures and processes supporting the building of teacher capability in Numeracy.
 Learning Walks demonstrate teacher practice in evidence based instruction.
 Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.
 Feedback from student focus groups will be documented and analysed to inform and adjust teaching practice.

Late indicators:
 Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.
 The percentage of students in the top three PAT stanine scores will increase.
 The percentage of students in the bottom three PAT stanine scores will decrease.

SSS factors:
 Instructional leadership – maintain 93% or above as per 2022.

AtoSS factors:
 Stimulated learning – from 80% to 82%.

Responsive Teaching:
 Early indicators:
 PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly 'Pulse Checks'.
 PLC documentation and data from formative assessments.
 Numeracy pre-post tests clearly indicating student progress.
 Data Wall clearly indicating student progress – mid year.
 Team Mathematics collaborative planners to reflect differentiated student learning needs and learning tasks.

Late indicators:
 Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.
 The percentage of students in the top three PAT stanine scores will increase.
 The percentage of students in the bottom three PAT stanine scores will decrease.
 Data Wall clearly indicating student progress – end year.

SSS factors:
 Academic Emphasis – from 74% to 78%
 Collective Focus on Student Learning – from 90% to 92%.
 Teaching & Learning – Evaluation – to maintain 92% (2022) or above.
 Moderate Assessment Tasks Together – from 88% 2022 to 90%
 Understand formative assessment – from 88% 2022 to 90%.

	<p>AtoSS factors: Differentiated Learning Challenge – from 89% to 91%.</p> <p>PLC Structures: Early indicators: Positive teacher endorsement of PLC work through 5 Week Pulse Checks and school-based teacher survey. PLC Team Inquiry Planners – reflecting minutes of work within PLC and following structures and processes of planner. Targeted students in PLC will reflect positive student learning and wellbeing data growth.</p> <p>Late indicators: Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua. Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6. The percentage of students in the top three PAT stanine scores will increase. The percentage of students in the bottom three PAT stanine scores will decrease.</p> <p>SSS factors: Collective Efficacy – from 78% in 2022 to 80%. Teacher Collaboration – from 82% in 2022 to 84%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>* Review the DET Numeracy Improvement Guide and develop a school-wide professional learning numeracy plan for 2023 that builds and enhances teacher instructional practice.</p> <p>* Organise the Curriculum Team to develop a school-wide Mathematics Scope and Sequence.</p> <p>* Introduce and provide professional learning to support teacher knowledge and use of the Scope and Sequence to inform Numeracy planning.</p> <p>* Establish and embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,000.00</p> <p><input checked="" 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>

<p>* Refresh Coaching and Peer Observation schedule – focus on building teacher practice capability that supports PLC focus.</p> <p>* Organise Leadership Team Learning Walks to observe teacher practice and collect data to inform professional learning plan – focus on instructional practice, differentiation and student feedback on engagement – building of 'responsive leadership' to inform professional learning.</p> <p>* Provide and link teachers with D & I support in making reasonable adjustments that enables Tier 2 and Tier 3 student differentiation. Organise termly focus groups with students, to gather feedback on Numeracy lessons so that they can be modified for greater impact.</p>				<p>may include DET funded or free items</p>
<p>Use of Data to Enhance Responsive Teaching:</p> <p>* Schedule and organise professional learning on formative and summative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p> <p>* Build PLC leader capability in data literacy and consistent use of summative and formative assessment data within PLC Team practice.</p> <p>* Build and strengthen use of data in Team collaborative planning to inform and support differentiated learning for student point of need.</p> <p>* Leaders to build a plan for clear structures and processes involving students in the review and analysis of their mathematics pre-post test data that will give agency to students in knowing their next steps in their learning.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> PLC Leaders</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" 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>Leadership - PLC structures that strengthen teacher practice to enhance student learning and student wellbeing:</p> <p>* PLC Leaders will meet regularly in the review, implementation and monitoring of consistent PLC structures and processes at the whole school level.</p> <p>* PLC Leaders will continue to build their instructional leadership knowledge of implementing and leading PLC through professional learning.</p> <p>* PLC Leaders will plan and develop structured teacher professional learning on PLC.</p> <p>* PLC Leaders will develop a 2023 PLC Implementation Plan.</p> <p>* PLC Leaders will facilitate weekly PLC meetings as a part of the PLC inquiry cycle.</p> <p>* Wellbeing PLC Leader will facilitate PLC structures and processes to enhance student wellbeing.</p> <p>* Specialist PLC Leader will facilitate PLC structures and processes to enhance and student wellbeing.</p> <p>* Leaders will develop a school-based 'pulse check' teacher survey to reflect teacher feedback and measure positive endorsement of PLC impact on teaching practice – implement termly.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
<p>Funding of class teacher to reduce student numbers in classes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$89,634.26</p> <ul style="list-style-type: none"> <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
Equity Funded Resourcing: * ICT - device lease - \$21 000 * Intervention resources - \$1 000 * Sentral Record Keeping - \$9 000 * Rebecca Joyce - literacy support - \$9 000 * Equity funds for teacher employment - \$20 000	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Enhance the School's Approach to Student Wellbeing * Enhance and build a positive school culture through Restorative Practice. * Review and develop a whole school documented framework that clearly outlines the school's philosophy, structures and processes that supports positive student wellbeing. * Develop teacher knowledge of the social and emotional wellbeing curriculum to enhance effective teacher practice. Engage Students As Partners in their Education: * Build whole school understanding of student voice, agency and leadership.			

	<p>Whole School Approach to Improving Student Attendance Rates * Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
<p>Outcomes</p>	<p>Enhance School's Approach to Student Wellbeing: Leaders will support staff to build their knowledge and implementation of Restorative Practice. Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments. Leaders will develop their knowledge of Restorative Practice Peer Mediation – view to implement 2024. Leaders will have reviewed and developed a whole school documented approach that clearly outlines the school's philosophy, structures and processes that supports positive student wellbeing. Teachers will reflect an increased knowledge of the social and emotional curriculum and collaboratively plan and implement the scope and sequence within their curriculum areas. Students will reflect increased student connectedness and management of bullying.</p> <p>Engage Students As Partners in their Education: Leaders will build a clear whole staff understanding of the terms student voice, agency and leadership and what this means for Frankston PS. Leaders and staff will use consistent language in discussing student voice, agency and leadership. Students will have a clear understanding of terms student voice, agency and leadership and what this means for students at Frankston PS. Parents will have a clear understanding of terms student voice, agency and leadership and what this means for the students at Frankston PS.</p> <p>Student Attendance: Leaders will develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance - including student, teacher, parent and whole school action plans. Leaders and teachers will have a clear understanding of school's structures, processes and approaches that supports positive student attendance at a whole school and classroom level. Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance. Parent engagement will increase through increased parent-school relationships and connection. Students identified with high absence in 2022 will reflect an increase in school attendance in 2023.</p>

<p>Success Indicators</p>	<p>Student Wellbeing Success Indicators:</p> <p>Enhance School's Approach to Student Wellbeing:</p> <p>Early indicators:</p> <p>Completed review of school wellbeing approaches and draft documentation beginning to outline whole school framework that supports positive student wellbeing.</p> <p>Positive teacher endorsement of developing whole school framework.</p> <p>Leaders and staff using consistent positive restorative language.</p> <p>Positive endorsement from student focus groups – connectedness and management of bullying.</p> <p>Late indicators:</p> <p>Completed school documentation clearly outlining whole school framework that includes overarching philosophy, structures and processes that supports positive student wellbeing.</p> <p>Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua.</p> <p>POS factors:</p> <p>Promoting Positive Behaviour – from 83% to 85%</p> <p>ATOS factors:</p> <p>Sense of Connectedness – from 83% to 85%.</p> <p>Managing Bullying – from 84% to 86%.</p> <p>Student Voice, Agency & Leadership:</p> <p>Early indicators:</p> <p>Draft documentation framework reflecting beginning development of shared terms of understanding.</p> <p>Documentation of student focus groups sessions – use of minutes to inform development of school understanding.</p> <p>Late indicators:</p> <p>FPS documentation outlining shared understanding of the terms student voice, agency and leadership and what this means for FPS.</p> <p>Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua.</p> <p>POS factors:</p> <p>Student Voice and Agency – from 77% in 2021 to 80%.</p> <p>SSS factors:</p> <p>Student Voice and Agency – from 73% in 2022 to 75%.</p> <p>Student Attendance:</p> <p>Early indicators:</p> <p>Leaders will implement the agreed structures, processes and approaches that supports positive student attendance.</p> <p>Teachers will implement the agreed processes and approaches that supports positive student attendance.</p>
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	<p>Termly SSG Meeting minutes on Sentral reflect parent engagement. Decrease in student attendance reflecting at 20 days absence. Connected parent engagement will be reflected in improved student attendance of targeted families. Panorama YTD will reflect increased high school attendance data at 0.5 -10 days absence. Panorama YTD will reflect less students absent at 20 days plus.</p> <p>Late indicators: Panorama YTD reflect a decrease in student absence reflecting at 20 days or more. Panorama reflect increased school attendance data at 0.5 -10 days absence for 2023.</p> <p>AToS: factors: Attitudes to Attendance – from 88% to 90%. Student Connectedness – from 85% to 87%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Enhancing School's Wellbeing Approach:</p> <ul style="list-style-type: none"> * Organise, plan and support staff in Restorative Practice professional learning and practice. * Organise and plan leadership professional learning on Restorative Practice Student Peer Mediation training and practice – Kristy Elliot. * Leaders to review, revise and implement whole school student wellbeing philosophy, structures and processes that supports positive student wellbeing. * Review and build a whole school social emotional wellbeing scope and sequence that includes Respectful Relationships, Zones of Regulation, Child Safe Standards and Victorian Curriculum. * Plan for and organise professional learning to support teachers in understanding and implementing the social emotional wellbeing scope and sequence. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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

<ul style="list-style-type: none"> * Investigate school-wide bullying prevention approaches. * Organise termly focus groups with students, to gather feedback on student connectedness and management of bullying. 				
<p>Engage Students as Partners in their Education:</p> <ul style="list-style-type: none"> * Review the DET Amplify Guide and develop a 2023 student voice, agency and leadership implementation plan. * Develop a plan and implement building leadership professional knowledge in evidence-based practice relating to student voice, agency and leadership. * Plan for, organise and schedule staff collaboration to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Plan for, organise and schedule student focus groups to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Schedule consultation with School Council in the co-construction of a whole school shared understanding of student voice, agency and leadership. * Develop communication plan to parents and carers regarding developments in student voice, agency and leadership at Frankston PS. * Begin to develop opportunities that enhance student leader voice – refresh purpose and roles of SRC and gain student voice for lunchtime activity opportunities. * Lunchtime activities to commence by Term 1 Week 3. 	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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

<p>Improve Student Attendance:</p> <p>* Plan and schedule for leaders to develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance – including student, teacher, parent and whole school action plans.</p> <p>* Develop, plan for and schedule staff professional learning that supports increased staff knowledge in supporting student attendance.</p> <p>*School RTI Tiered Model reflect updated student attendance concerns on a termly basis.</p> <p>* Leaders build professional relationships with outside agencies to connect, engage and support disengaged families.</p> <p>* Leaders and teachers will develop relevant Attendance Plans for identified students and hold termly SSG Meetings.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" 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>Disability & Inclusion Funding:</p> <p>* Employment of Disability & Inclusion Staff - Learning Specialist and Classroom Teacher - \$122 818.77</p> <p>* Literacy Resourcing - \$7 050</p> <p>* Numeracy Resourcing - \$5 000</p> <p>* Student Wellbeing Resourcing - \$2 100</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$136,957.91</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$176,323.70	\$177,634.26	-\$1,310.56
Disability Inclusion Tier 2 Funding	\$136,957.91	\$136,957.91	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$313,281.61	\$314,592.17	-\$1,310.56

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<ul style="list-style-type: none"> * Review the DET Numeracy Improvement Guide and develop a school-wide professional learning numeracy plan for 2023 that builds and enhances teacher instructional practice. * Organise the Curriculum Team to develop a school-wide Mathematics Scope and Sequence. * Introduce and provide professional learning to support teacher knowledge and use of the Scope and Sequence to inform Numeracy planning. * Establish and embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction. * Refresh Coaching and Peer Observation schedule – focus on building teacher practice capability that supports PLC focus. 	\$16,000.00

<p>* Organise Leadership Team Learning Walks to observe teacher practice and collect data to inform professional learning plan – focus on instructional practice, differentiation and student feedback on engagement – building of ‘responsive leadership’ to inform professional learning.</p> <p>* Provide and link teachers with D & I support in making reasonable adjustments that enables Tier 2 and Tier 3 student differentiation.</p> <p>Organise termly focus groups with students, to gather feedback on Numeracy lessons so that they can be modified for greater impact.</p>	
<p>Leadership - PLC structures that strengthen teacher practice to enhance student learning and student wellbeing:</p> <p>* PLC Leaders will meet regularly in the review, implementation and monitoring of consistent PLC structures and processes at the whole school level.</p> <p>* PLC Leaders will continue to build their instructional leadership knowledge of implementing and leading PLC through professional learning.</p> <p>* PLC Leaders will plan and develop structured teacher professional learning on PLC.</p> <p>* PLC Leaders will develop a 2023 PLC Implementation Plan.</p> <p>* PLC Leaders will facilitate weekly PLC meetings as a part of the PLC inquiry cycle.</p> <p>* Wellbeing PLC Leader will facilitate PLC structures and processes to enhance student wellbeing.</p> <p>* Specialist PLC Leader will facilitate PLC structures and processes to enhance and student wellbeing.</p>	<p>\$5,000.00</p>

<p>* Leaders will develop a school-based 'pulse check' teacher survey to reflect teacher feedback and measure positive endorsement of PLC impact on teaching practice – implement termly.</p>	
<p>Funding of class teacher to reduce student numbers in classes.</p>	\$89,634.26
<p>Equity Funded Resourcing: * ICT - device lease - \$21 000 * Intervention resources - \$1 000 * Sentral Record Keeping - \$9 000 * Rebecca Joyce - literacy support - \$9 000 * Equity funds for teacher employment - \$20 000</p>	\$60,000.00
<p>Enhancing School's Wellbeing Approach:</p> <p>* Organise, plan and support staff in Restorative Practice professional learning and practice.</p> <p>* Organise and plan leadership professional learning on Restorative Practice Student Peer Mediation training and practice – Kristy Elliot.</p> <p>* Leaders to review, revise and implement whole school student wellbeing philosophy, structures and processes that supports positive student wellbeing.</p> <p>* Review and build a whole school social emotional wellbeing scope and sequence that includes Respectful Relationships, Zones of Regulation, Child Safe Standards and Victorian Curriculum.</p> <p>* Plan for and organise professional learning to support teachers in understanding and implementing the social emotional wellbeing scope and sequence.</p> <p>* Investigate school-wide bullying prevention approaches.</p>	\$5,000.00

<ul style="list-style-type: none"> * Organise termly focus groups with students, to gather feedback on student connectedness and management of bullying. 	
<p>Engage Students as Partners in their Education:</p> <ul style="list-style-type: none"> * Review the DET Amplify Guide and develop a 2023 student voice, agency and leadership implementation plan. * Develop a plan and implement building leadership professional knowledge in evidence-based practice relating to student voice, agency and leadership. * Plan for, organise and schedule staff collaboration to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Plan for, organise and schedule student focus groups to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Schedule consultation with School Council in the co-construction of a whole school shared understanding of student voice, agency and leadership. * Develop communication plan to parents and carers regarding developments in student voice, agency and leadership at Frankston PS. * Begin to develop opportunities that enhance student leader voice – refresh purpose and roles of SRC and gain student voice for lunchtime activity opportunities. * Lunchtime activities to commence by Term 1 Week 3. 	<p>\$2,000.00</p>
<p>Disability & Inclusion Funding:</p> <ul style="list-style-type: none"> * Employment of Disability & Inclusion Staff - Learning Specialist and Classroom Teacher - \$122 818.77 * Literacy Resourcing - \$7 050 	<p>\$136,957.91</p>

* Numeracy Resourcing - \$5 000 * Student Wellbeing Resourcing - \$2 100	
Totals	\$314,592.17

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>* Review the DET Numeracy Improvement Guide and develop a school-wide professional learning numeracy plan for 2023 that builds and enhances teacher instructional practice.</p> <p>* Organise the Curriculum Team to develop a school-wide Mathematics Scope and Sequence.</p> <p>* Introduce and provide professional learning to support teacher knowledge and use of the Scope and Sequence to inform Numeracy planning.</p> <p>* Establish and embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction.</p> <p>* Refresh Coaching and Peer Observation schedule – focus on building teacher practice capability that supports PLC focus.</p>	<p>from: Term 1 to: Term 4</p>	\$16,000.00	<input checked="" type="checkbox"/> CRT

<p>* Organise Leadership Team Learning Walks to observe teacher practice and collect data to inform professional learning plan – focus on instructional practice, differentiation and student feedback on engagement – building of ‘responsive leadership’ to inform professional learning.</p> <p>* Provide and link teachers with D & I support in making reasonable adjustments that enables Tier 2 and Tier 3 student differentiation. Organise termly focus groups with students, to gather feedback on Numeracy lessons so that they can be modified for greater impact.</p>			
<p>Leadership - PLC structures that strengthen teacher practice to enhance student learning and student wellbeing:</p> <p>* PLC Leaders will meet regularly in the review, implementation and monitoring of consistent PLC structures and processes at the whole school level.</p> <p>* PLC Leaders will continue to build their instructional leadership knowledge of implementing and leading PLC through professional learning.</p> <p>* PLC Leaders will plan and develop structured teacher professional learning on PLC.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<p><input checked="" type="checkbox"/> CRT</p>

<p>* PLC Leaders will develop a 2023 PLC Implementation Plan.</p> <p>* PLC Leaders will facilitate weekly PLC meetings as a part of the PLC inquiry cycle.</p> <p>* Wellbeing PLC Leader will facilitate PLC structures and processes to enhance student wellbeing.</p> <p>* Specialist PLC Leader will facilitate PLC structures and processes to enhance and student wellbeing.</p> <p>* Leaders will develop a school-based 'pulse check' teacher survey to reflect teacher feedback and measure positive endorsement of PLC impact on teaching practice – implement termly.</p>			
<p>Funding of class teacher to reduce student numbers in classes.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$89,634.26</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Equity Funded Resourcing: * ICT - device lease - \$21 000 * Intervention resources - \$1 000 * Sentral Record Keeping - \$9 000 * Rebecca Joyce - literacy support - \$9 000 * Equity funds for teacher employment - \$20 000</p>	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets</p>

<p>Enhancing School's Wellbeing Approach:</p> <ul style="list-style-type: none"> * Organise, plan and support staff in Restorative Practice professional learning and practice. * Organise and plan leadership professional learning on Restorative Practice Student Peer Mediation training and practice – Kristy Elliot. * Leaders to review, revise and implement whole school student wellbeing philosophy, structures and processes that supports positive student wellbeing. * Review and build a whole school social emotional wellbeing scope and sequence that includes Respectful Relationships, Zones of Regulation, Child Safe Standards and Victorian Curriculum. * Plan for and organise professional learning to support teachers in understanding and implementing the social emotional wellbeing scope and sequence. * Investigate school-wide bullying prevention approaches. * Organise termly focus groups with students, to gather feedback on student connectedness and 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>
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management of bullying.			
<p>Engage Students as Partners in their Education:</p> <ul style="list-style-type: none"> * Review the DET Amplify Guide and develop a 2023 student voice, agency and leadership implementation plan. * Develop a plan and implement building leadership professional knowledge in evidence-based practice relating to student voice, agency and leadership. * Plan for, organise and schedule staff collaboration to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Plan for, organise and schedule student focus groups to consult and co-construct shared whole school understanding of student voice, agency and leadership. * Schedule consultation with School Council in the co-construction of a whole school shared understanding of student voice, agency and leadership. * Develop communication plan to parents and carers regarding developments in student voice, agency and leadership at Frankston PS. 	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p>	<p><input checked="" type="checkbox"/> CRT</p>

* Begin to develop opportunities that enhance student leader voice – refresh purpose and roles of SRC and gain student voice for lunchtime activity opportunities. * Lunchtime activities to commence by Term 1 Week 3.			
Totals		\$177,634.26	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability & Inclusion Funding: * Employment of Disability & Inclusion Staff - Learning Specialist and Classroom Teacher - \$122 818.77 * Literacy Resourcing - \$7 050 * Numeracy Resourcing - \$5 000 * Student Wellbeing Resourcing - \$2 100	from: Term 1 to: Term 4	\$136,957.91	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator Classroom Teacher
Totals		\$136,957.91	

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
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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>* Review the DET Numeracy Improvement Guide and develop a school-wide professional learning numeracy plan for 2023 that builds and enhances teacher instructional practice.</p> <p>* Organise the Curriculum Team to develop a school-wide Mathematics Scope and Sequence.</p> <p>* Introduce and provide professional learning to support teacher knowledge and use of the Scope and Sequence to inform Numeracy planning.</p> <p>* Establish and embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction.</p> <p>* Refresh Coaching and Peer Observation schedule – focus on building teacher practice capability that supports PLC focus.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources <p>DET Numeracy Improvement Guide</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>* Organise Leadership Team Learning Walks to observe teacher practice and collect data to inform professional learning plan – focus on instructional practice, differentiation and student feedback on engagement – building of 'responsive leadership' to inform professional learning.</p> <p>* Provide and link teachers with D & I support in making reasonable adjustments that enables Tier 2 and Tier 3 student differentiation. Organise termly focus groups with students, to gather feedback on Numeracy lessons so that they can be modified for greater impact.</p>						
<p>Use of Data to Enhance Responsive Teaching:</p> <p>* Schedule and organise professional learning on formative and summative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p> <p>* Build PLC leader capability</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources <p>Teaching Academy Professional Learning - Responsive Teaching</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>in data literacy and consistent use of summative and formative assessment data within PLC Team practice.</p> <p>* Build and strengthen use of data in Team collaborative planning to inform and support differentiated learning for student point of need.</p> <p>* Leaders to build a plan for clear structures and processes involving students in the review and analysis of their mathematics pre-post test data that will give agency to students in knowing their next steps in their learning.</p>						
<p>Leadership - PLC structures that strengthen teacher practice to enhance student learning and student wellbeing:</p> <p>* PLC Leaders will meet regularly in the review, implementation and monitoring of consistent PLC structures and processes at the whole school level.</p> <p>* PLC Leaders will continue</p>	<ul style="list-style-type: none"> ✔ Assistant Principal ✔ PLC Leaders ✔ Principal ✔ School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Planning ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ PLC Initiative ✔ Departmental resources <p>PLC Link Schools & DET PLC Management Team</p>	<ul style="list-style-type: none"> ✔ Off-site <p>Combination of on-site and off-site - off-site includes PLC Link Schools.</p>

<p>to build their instructional leadership knowledge of implementing and leading PLC through professional learning.</p> <p>* PLC Leaders will plan and develop structured teacher professional learning on PLC.</p> <p>* PLC Leaders will develop a 2023 PLC Implementation Plan.</p> <p>* PLC Leaders will facilitate weekly PLC meetings as a part of the PLC inquiry cycle.</p> <p>* Wellbeing PLC Leader will facilitate PLC structures and processes to enhance student wellbeing.</p> <p>* Specialist PLC Leader will facilitate PLC structures and processes to enhance and student wellbeing.</p> <p>* Leaders will develop a school-based 'pulse check' teacher survey to reflect teacher feedback and measure positive endorsement of PLC impact on teaching practice – implement termly.</p>						
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<p>Funding of class teacher to reduce student numbers in classes.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p>	<p><input checked="" type="checkbox"/> Area Principal Forums</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
<p>Enhancing School's Wellbeing Approach:</p> <p>* Organise, plan and support staff in Restorative Practice professional learning and practice.</p> <p>* Organise and plan leadership professional learning on Restorative Practice Student Peer Mediation training and practice – Kristy Elliot.</p> <p>* Leaders to review, revise and implement whole school student wellbeing philosophy, structures and processes that supports positive student wellbeing.</p> <p>* Review and build a whole school social emotional wellbeing scope and sequence that includes Respectful Relationships, Zones of Regulation, Child Safe Standards and Victorian Curriculum.</p> <p>* Plan for and organise</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> School Improvement Team</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Preparation</p> <p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Professional Practice Day</p> <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p> <p><input checked="" type="checkbox"/> Learning Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>professional learning to support teachers in understanding and implementing the social emotional wellbeing scope and sequence.</p> <p>* Investigate school-wide bullying prevention approaches.</p> <p>* Organise termly focus groups with students, to gather feedback on student connectedness and management of bullying.</p>						
<p>Engage Students as Partners in their Education:</p> <p>* Review the DET Amplify Guide and develop a 2023 student voice, agency and leadership implementation plan.</p> <p>* Develop a plan and implement building leadership professional knowledge in evidence-based practice relating to student voice, agency and leadership.</p> <p>* Plan for, organise and schedule staff collaboration</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> Off-site Combination of on-site and off-site.</p>

<p>to consult and co-construct shared whole school understanding of student voice, agency and leadership.</p> <p>* Plan for, organise and schedule student focus groups to consult and co-construct shared whole school understanding of student voice, agency and leadership.</p> <p>* Schedule consultation with School Council in the co-construction of a whole school shared understanding of student voice, agency and leadership.</p> <p>* Develop communication plan to parents and carers regarding developments in student voice, agency and leadership at Frankston PS.</p> <p>* Begin to develop opportunities that enhance student leader voice – refresh purpose and roles of SRC and gain student voice for lunchtime activity opportunities.</p> <p>* Lunchtime activities to commence by Term 1 Week</p>						
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3.						
<p>Improve Student Attendance:</p> <ul style="list-style-type: none"> * Plan and schedule for leaders to develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance – including student, teacher, parent and whole school action plans. * Develop, plan for and schedule staff professional learning that supports increased staff knowledge in supporting student attendance. *School RTI Tiered Model reflect updated student attendance concerns on a termly basis. * Leaders build professional relationships with outside agencies to connect, engage and support disengaged families. * Leaders and teachers will develop relevant Attendance Plans for identified students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

and hold termly SSG Meetings.						
Disability & Inclusion Funding: * Employment of Disability & Inclusion Staff - Learning Specialist and Classroom Teacher - \$122 818.77 * Literacy Resourcing - \$7 050 * Numeracy Resourcing - \$5 000 * Student Wellbeing Resourcing - \$2 100	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site