2023 Annual Implementation Plan

for improving student outcomes

Fairfield Primary School (2711)

Submitted for review by Paul Wallace (School Principal) on 16 December, 2022 at 01:41 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 21 December, 2022 at 08:44 AM
Awaiting endorsement by School Council President

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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Embedding
	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	Our School Review occurred Term 3 2022. The timing of this review enabled us to analyse our sets of data in greater depth. 2022 was a year of transition - whilst we experienced face to face teaching, staffing challenges, high student absence and wellbeing needs meant that we were limited in addressing all of the Actions in the AIP. We prioritised small class sizes in Year 1-3 to ensure that we supported this transition back to school. When our Learning Specialists were able to be deployed in their roles, staff experienced rich professional learning in the areas of Literacy and Numeracy. Highlights include the development of a Reading/Phonics Scope and Sequence, aligned

	with the Little Learners Love Literacy assessment, modelled spelling lessons and implementation of the Numeracy instructional model in Year 1.
	Our NAPLAN results were generally above similar schools in Reading, Writing and Numeracy, affirming the work of our Learning Specialists.
	PLC Coaching in Term 4 2022 will enable us to have a more structured and consistent PLC process, with a Numeracy focus next year.
	School Improvement Teams were identified as a School Highlight in our School Review. These teams have made a positive difference in areas beyond Learning and Wellbeing, including Koorie Perspectives and Sustainability.
	Leadership restructuring next year will provide greater support in Learning and Wellbeing, due to the appointment of a Leading Teacher.
	Talk the Talk Sexuality Education Program was a big success - well received by students, staff and parents. Our Inquiry Scope and Sequence has been updated to include Talk the Talk.
Considerations for 2023	Deployment of Literacy LS 1 day a week, Numeracy LS 2 days a week, Leading Teacher 3 days a week. Literacy and Numeracy Action Plans to be developed with a focus on (Literacy) progression of phonics in F-Y2, and (Numeracy) delivery of Numeracy Proficiencies. External professional development in Numeracy. Deployment of a teacher in the role of Mental Health Initiative Coordinator, 2 days per week. Continuation of TLI. Increase in average class size. Improving the robustness and rigour of our PLC process, using the protocols developed through PLC coaching.
Documents that support this plan	

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	Maximise student learning growth for every student in literacy and numeracy
Target 2.1	By 2026, increase the percentage of Year 5 students in the top 2 NAPLAN bands for: • Reading from 75 per cent (2022) to 80 per cent • Writing from 55 per cent (2022) to 70 per cent • Numeracy from 40 per cent (2022) to 60 per cent
Target 2.2	By 2026, increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN: • Reading from 36 per cent (2021) to 45 per cent • Writing from 29 per cent (2021) to 40 per cent • Numeracy from 9 per cent (2021) to 30 per cent

Target 2.3	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English • Reading from 47 per cent in 2021 to 80 per cent • Speaking and Listening from 14 per cent in 2021 to 50 per cent • Writing from 28 per cent in 2021 50 per cent Mathematics • Number and Algebra from 36 per cent in 2021 to 55 per cent • Measurement and Geometry 14 per cent in 2021 to 55 per cent • Statistics and Probability 11 per cent in 2021 to 55 per cent
Target 2.4	By 2026, improve the percentage of positive endorsement in the School Staff Survey Teaching and Learning -Practice Improvement module for the components of: • Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent • Professional learning through peer observation from 52 per cent (2021) to 70 per cent • Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent • Teacher collaboration from 68 per cent (2021) to 75 per cent
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need

Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice
Goal 3	To improve student agency in wellbeing and learning
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the factors of: • Student voice and agency from 58 per cent (2021) to 75 per cent) • Motivation and Interest from 76 per cent (2021) to 85 per cent) • Teacher Concern from 72 per cent (2021) to 85 per cent) • Self-regulation and goal setting from 78 per cent (2021) to 85 per cent)
Target 3.2	By 2026, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of: • Use student feedback to improve practice from 52 per cent (2021) to 75 per cent) • Promote student ownership of learning from 62 per cent (2021) to 75 per cent)
Target 3.3	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of: • Effective teaching from 66 per cent (2021) to 75 per cent • Student motivation and support from 64 per cent (2021) to 75 per cent • Stimulating learning environment from 71 per cent (2021) to 80 per cent • High expectations for success from 74 per cent (2021) to 85 per cent • Student agency and voice from 65 per cent (2021) to 75 per cent

Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding of student agency and voice
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school behaviour framework
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing

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.
\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.	Yes	Support for the 2023 Priorities	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent
Maximise student learning growth for every student in literacy and numeracy	Yes	By 2026, increase the percentage of Year 5 students in the top 2 NAPLAN bands for: • Reading from 75 per cent (2022) to 80 per cent • Writing from 55 per cent (2022) to 70 per cent • Numeracy from 40 per cent (2022) to 60 per cent	Numeracy from 40 percent (2022) to 45 per cent *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.

		By 2026, increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN: • Reading from 36 per cent (2021) to 45 per cent • Writing from 29 per cent (2021) to 40 per cent • Numeracy from 9 per cent (2021) to 30 per cent	Numeracy from 9 percent (2022) to 15% *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.
		By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English • Reading from 47 per cent in 2021 to 80 per cent • Speaking and Listening from 14 per cent in 2021 to 50 per cent • Writing from 28 per cent in 2021 50 per cent Mathematics • Number and Algebra from 36 per cent in 2021 to 55 per cent • Measurement and Geometry 14 per cent in 2021 to 55 per cent • Statistics and Probability 11 per cent in 2021 to 55 per cent	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent
		By 2026, improve the percentage of positive endorsement in the School Staff Survey Teaching and Learning -Practice Improvement module for the components of: • Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent • Professional learning through peer observation from 52 per cent (2021) to 70 per cent	Teacher collaboration from 68 per cent (2021) to 70 per cent

		• Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent • Teacher collaboration from 68 per cent (2021) to 75 per cent	
To improve student agency in wellbeing and learning	Yes	By 2026, increase the percent positive responses score on AtoSS for the factors of: • Student voice and agency from 58 per cent (2021) to 75 per cent) • Motivation and Interest from 76 per cent (2021) to 85 per cent) • Teacher Concern from 72 per cent (2021) to 85 per cent) • Self-regulation and goal setting from 78 per cent (2021) to 85 per cent)	By 2024, increase the percent positive responses score on AtoSS for the factors of: Student voice and agency from 58 per cent (2021) to 62 per cent Motivation and Interest from 76 per cent (2021) to 79 per cent Teacher concern from 72 per cent (2021) to 75 per cent Self-regulation and goal setting from 78 per cent (2021) to 80 per cent
		By 2026, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of: • Use student feedback to improve practice from 52 per cent (2021) to 75 per cent) • Promote student ownership of learning from 62 per cent (2021) to 75 per cent)	By 2024, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of: Use student feedback to improve practice from 52 per cent (2021) to 60 per cent Promote student ownership of learning from 62 per cent (2021) to 65 per cent
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of: • Effective teaching from 66 per cent (2021) to 75 per cent • Student motivation and support from 64 per cent (2021) to 75 per cent	By 2024, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of: Effective teaching from 66 per cent (2021) to 69 per cent

		- Stimulating learning environment from 71 per cent (2021) to 80 per cent - High expectations for success from 74 per cent (2021) to 85 per cent - Student agency and voice from 65 per cent (2021) to 75 per cent	Student motivation and support from 64 per cent (2021) to 67 per cent Stimulating learning environment from 71 per cent (2021) to 74 per cent High expectations for success from 74 per cent (2021) to 77 per cent Student agency and voice from 65 per cent (2021) to 68 per cent

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	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent	
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	Maximise student learning growth for every student in literacy and numeracy
12 Month Target 2.1	Numeracy from 40 percent (2022) to 45 per cent *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.
12 Month Target 2.2	Numeracy from 9 percent (2022) to 15% *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.
12 Month Target 2.3	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent
12 Month Target 2.4	Teacher collaboration from 68 per cent (2021) to 70 per cent

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need	No

student learning growth, attainment and wellbeing capabilities		
KIS 2 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice	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.	Our self-evaluation placed the school at the Embedding phase in all FISO areas. We recognise that there is room for NAPLAN growth in Numeracy outcomes and Year 3 Writing outcomes. The School Review highlighted a disparity between our teacher judgements and NAPLAN results. We recognise greater alignment as an area for improvement. With a significant amount of data available to staff, we have identified the need to prioritise staff's data literacy skills.	
Goal 3	To improve student agency in wellbeing and learning	
12 Month Target 3.1	By 2024, increase the percent positive responses score on AtoSS for the factors of: Student voice and agency from 58 per cent (2021) to 62 per cent Motivation and Interest from 76 per cent (2021) to 79 per cent Teacher concern from 72 per cent (2021) to 75 per cent Self-regulation and goal setting from 78 per cent (2021) to 80 per cent	
12 Month Target 3.2	By 2024, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of: Use student feedback to improve practice from 52 per cent (2021) to 60 per cent Promote student ownership of learning from 62 per cent (2021) to 65 per cent	
12 Month Target 3.3	By 2024, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of: Effective teaching from 66 per cent (2021) to 69 per cent	

	Student motivation and support from 64 per cent (2021) to 67 per cent Stimulating learning environment from 71 per cent (2021) to 74 per cent High expectations for success from 74 per cent (2021) to 77 per cent Student agency and voice from 65 per cent (2021) to 68 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding of student agency and voice	No
KIS 2 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school behaviour framework	No
KIS 3 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing	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.	Our data shows that Student voice and agency is an area for improvement. It was acknowledged during our review process that students and staff do not have a shared understanding of what the terms student voice and student agency mean. To ensure we can achieve the goals set in other areas of the SSP, it will be important for students and staff to develop a shared understanding of voice and agency, along with what that looks like at our school in and out of the classroom. It will also be important for this understanding to be shared with the parent community.	

Define Actions, Outcomes and Activities

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	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent
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	Literacy and Numeracy 1. Build staff capacity to understand and implement our school-wide numeracy and literacy strategy, including implementation of our instructional model and non-negotiables 2. Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice 3. Plan whole school professional learning in evidence-based approaches to providing differentiated learning in literacy and numeracy
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Increased teacher understanding in the teaching of phonics All students to be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data

	Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students
Success Indicators	Differentiated curriculum documents and evidence of student learning at different levels Classroom observations demonstrating use of strategies from professional learning results e.g. Numeracy benchmark growth Post-test results from assessments from sources such as PAT or Essential Assessment

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Numeracy - Professional Learning - Organise PL session from MAV to develop staff understanding of Mathematical Proficiencies - Organise PL session focused on problem solving and unpacking mathematical language - Introduction and explanation of Numeracy Scope and Sequence (YLL) - Numeracy SIT presentation to assist with use of proficiencies in the start up program - Whole school moderating of Maths data (progression points)	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy - Curriculum Documentation - Development of the Numeracy scope and sequence -	☑ Leadership Team ☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy - Learning Specialist Support - Tracking and uploading of whole school assessment data to Compass - Monitor and assist teams with Numeracy PLC documentation - Learning specialist to coach, mentor and observe in various aspects of teacher practice in Numeracy (focus on Problem solving?)	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy - Resources - Purchase resources required to successfully deliver Numeracy lessons for each year level - Purchase Numeracy resources avaliable for whole school use	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Literacy - Professional Learning - Data Analysis upskilling staff on how to read, interpret and use formative data to improve teaching outcomes. - Embedding the Fairfield PS Reading and Spelling scope and sequence in the F-2 area - SIT team to identify areas in the secretarial aspect in writing that need focus ie (paragraphing, punctuation, vocab, grammar (F-3) sentence structure, vocab, punctuation and paragraphing (4-6) - Teachers to access professional development (free through Little Learners).	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy - Learning Specialist Support - Classroom observations with a focus on how the instructional model is being implemented school wide to teach spelling and phonological awareness (F-2) - Learning specialist to coach, mentor and observe in various aspects of teacher practice in Literacy (F-2). - Learning specialists to monitor and assist with the use of the Reading Scope and Sequence during planning. - Literacy Improvement teacher to work in F-2 to develop skills on how to teach phonological awareness. - Roll out the Reading Scope and Sequence for teaching phonics with target teachers.	☑ Leadership Team ☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Literacy - Curriculum Documentation - Collation and monitoring Whole school data from Naplan, PAT Adaptive Reading, Reading OnDemand and Writing moderation. - Monitor Literacy term and weekly planners with a focus on the use of the Reading Scope and Sequence. - Annual review the Literacy assessment schedule to include spelling and the current term planners.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy - Resources Purchase spelling resources (Little Learners/WTW) Audit F&P kits and order new ones for areas that are in need. Purchase more decodable guided readers at the A-K level.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Define Student Agency and Voice Develop an Action Plan for our Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support Utilising the Mental Health Fund Menu
Outcomes	An expectation that the school has additional human and financial resources available to support the mental health of our students Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social and emotional wellbeing. Students will feel supported and engaged through their contributions towards promoting student wellbeing and mental health.
Success Indicators	Student voice and agency from 58 per cent (2021) to 62 per cent Motivation and Interest from 76 per cent (2021) to 79 per cent

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mental Health Initiative Coordinator to upskill and develop role clarity, this will involve identifying students requiring additional support. This will include the development of an Action Plan. This role will be communicated to families.	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$63,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a shared understanding of Student Agency and increase use of this language in the classroom	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continuation of Wellbeing SIT		☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12 Month Target 2.1	Numeracy from 40 percent (2022) to 45 per cent *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.
12 Month Target 2.2	Numeracy from 9 percent (2022) to 15% *Consider NAPLAN will be Term 1 2023, therefore limited time to implement actions and activities to improve this goal.
12 Month Target 2.3	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English

	Reading from 47 per cent in 2021 to 55 per cent Writing from 28 per cent in 2021 35 per cent Mathematics Number and Algebra from 36 per cent in 2021 to 40 per cent
12 Month Target 2.4	Teacher collaboration from 68 per cent (2021) to 70 per cent
KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice
Actions	1. Build staff capacity to understand and implement our school-wide numeracy and literacy strategy, including implementation of our instructional model and non-negotiables 2. Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice in numeracy 3. Plan whole school professional learning in evidence-based approaches to providing differentiated learning in literacy and numeracy
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Increased teacher understanding in the teaching of phonics All students to be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students
Success Indicators	Differentiated curriculum documents and evidence of student learning at different levels Classroom observations demonstrating use of strategies from professional learning results e.g. Numeracy benchmark growth Post-test results from assessments from sources such as PAT or Essential Assessment

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
KIS 1a Activities apply to this KIS	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student agency in wellbeing and learning
12 Month Target 3.1	By 2024, increase the percent positive responses score on AtoSS for the factors of: Student voice and agency from 58 per cent (2021) to 62 per cent Motivation and Interest from 76 per cent (2021) to 79 per cent Teacher concern from 72 per cent (2021) to 75 per cent Self-regulation and goal setting from 78 per cent (2021) to 80 per cent
12 Month Target 3.2	By 2024, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of: Use student feedback to improve practice from 52 per cent (2021) to 60 per cent Promote student ownership of learning from 62 per cent (2021) to 65 per cent
12 Month Target 3.3	By 2024, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of: Effective teaching from 66 per cent (2021) to 69 per cent Student motivation and support from 64 per cent (2021) to 67 per cent

	Stimulating learning environment from 71 per cent (2021) to 74 per cent High expectations for success from 74 per cent (2021) to 77 per cent Student agency and voice from 65 per cent (2021) to 68 per cent			
KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing			
Actions	Define Student Agency and Voice Develop an Action Plan for our Mental Health Initiative Coordinator to support identified students requiring additional social/emotional support Utilising the Mental Health Fund Menu			
Outcomes	An understanding of student's wellbeing on a continuum Development of a framework that supports teachers when supporting students' wellbeing			
Success Indicators	Student voice and agency from 58 per cent (2021) to 62 per cent Motivation and Interest from 76 per cent (2021) to 79 per cent			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Activities in KIS 2a apply to this KIS	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$0.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$63,000.00	-$63,000.00
Total	$0.00	$63,000.00	-$63,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mental Health Initiative Coordinator to upskill and develop role clarity, this will involve identifying students requiring additional support. This will include the development of an Action Plan. This role will be communicated to families.	$63,000.00
Totals	$63,000.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Mental Health Initiative Coordinator to upskill and develop role clarity, this will involve identifying students requiring additional support. This will include the development of an Action Plan. This role will be communicated to families.	from: Term 1 to: Term 1	$63,000.00	
Totals		$63,000.00	

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
Numeracy - Professional Learning - Organise PL session from MAV to develop staff understanding of Mathematical Proficiencies - Organise PL session focused on problem solving and unpacking mathematical language - Introduction and explanation of Numeracy Scope and Sequence (YLL) - Numeracy SIT presentation to assist with use of proficiencies in the start up program - Whole school moderating of Maths data (progression points)	☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Primary Mathematics and Science specialists	☑ On-site
Numeracy - Curriculum Documentation - Development of the Numeracy scope and	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

sequence -	☑ School Improvement Team					
Numeracy - Learning Specialist Support - Tracking and uploading of whole school assessment data to Compass - Monitor and assist teams with Numeracy PLC documentation - Learning specialist to coach, mentor and observe in various aspects of teacher practice in Numeracy (focus on Problem solving?)	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Literacy - Professional Learning - Data Analysis upskilling staff on how to read, interpret and use formative data to improve teaching outcomes. - Embedding the Fairfield PS Reading and Spelling scope and sequence in the F-2 area - SIT team to identify areas in the secretarial aspect in	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

writing that need focus ie (paragraphing, punctuation, vocab, grammar (F-3) sentence structure, vocab, punctuation and paragraphing (4-6) - Teachers to access professional development (free through Little Learners).						
Literacy - Learning Specialist Support - Classroom observations with a focus on how the instructional model is being implemented school wide to teach spelling and phonological awareness (F-2) - Learning specialist to coach, mentor and observe in various aspects of teacher practice in Literacy (F-2). - Learning specialists to monitor and assist with the use of the Reading Scope and Sequence during planning. - Literacy Improvement teacher to work in F-2 to	☑ Leadership Team ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

develop skills on how to teach phonological awareness. - Roll out the Reading Scope and Sequence for teaching phonics with target teachers.						
Literacy - Curriculum Documentation - Collation and monitoring Whole school data from Naplan, PAT Adaptive Reading, Reading OnDemand and Writing moderation. - Monitor Literacy term and weekly planners with a focus on the use of the Reading Scope and Sequence. - Annual review the Literacy assessment schedule to include spelling and the current term planners.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Mental Health Initiative Coordinator to upskill and develop role clarity, this will involve identifying students requiring additional support.	☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning ☑ Communities of Practice	☑ Departmental resources Mental Health Fund Menu	☑ On-site

This will include the development of an Action Plan. This role will be communicated to families.						
Develop a shared understanding of Student Agency and increase use of this language in the classroom	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
KIS 1a Activities apply to this KIS	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site