

2023 Annual Implementation Plan

for improving student outcomes

Keysborough Gardens Primary School (5572)



Submitted for review by Sherri Jenkins (School Principal) on 06 April, 2023 at 01:40 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 10 April, 2023 at 02:41 PM
Endorsed by Sharna Woods (School Council President) on 28 April, 2023 at 04:30 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	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	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>2022 was a very successful year with strong academic results and survey results (Parent/carer, Staff, and Student). Through the self-evaluation process, teaching and learning were identified as an area of considerable growth. This area of the FISO continua was evaluated by staff as sitting between embedding and excelling level.</p> <p>The School Staff survey for School Climate was positively endorsed at 88%, Professional Learning also 88% and School Leadership 92%. A strong PLC focus with an aligned whole school vision and high teacher collaboration is evident across the school.</p>
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<p>Considerations for 2023</p>	<p>With very strong results in reading and viewing across the school, the 2023 direction will focus on developing our numeracy results as well as embedding our Keysie Kids Are Global Kids wellbeing framework and social skills program.</p> <p>Learning considerations for 2023:</p> <ul style="list-style-type: none"> - Learning walks and observation of practice model to be developed for 2023 with a continued focus on differentiation and role of the teacher to be undertaken by leadership team. - Trial of observation model to be carried out - 2023 Learning focus - Numeracy - Learning Specialists/Instructional Leaders will join year level planning and model approaches in class (2 x appointed for 2023) - PLC Inquiry Cycles will continue to be run across all year levels (supported by the Curriculum PLC teams), the specialist team and the LEP leader. In 2023, the Wellbeing Team will run two inquiry cycles over the course of the year. - UFLI Foundations reading program to be trialled across Prep and Year 1 - A maths intervention program will be researched by the LEP teacher, with a focus on mathematical vocabulary development to support our LBOTE students - Our Who We Are document will be used in PD sessions and Curriculum PLC teams - Our Assessment Schedule will continue to be developed with a focus on embedding the use of formative assessment <p>Wellbeing considerations for 2023:</p> <p>Develop a whole school framework that includes:</p> <ul style="list-style-type: none"> - Keysie Kids are Global Kids - Development of the program as an umbrella for all of our wellbeing initiatives - Identifying a scope and sequence for implementation of school values and learner profiles - Identifying 'I can' statements for F-2 and 3-6 aligning with our values to be explicitly taught to students - Implementing the Growing with Gratitude program via the Schools Mental Health Menu <ul style="list-style-type: none"> - Continue to embed Respectful Relationships program, Learning Mentor initiative and visuals - Dogs Connect - school wellbeing dog - Focus on 'taking action' to empower students and encourage student voice
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student learning outcomes in literacy.
Target 2.1	<p>By 2025, the percentage of Year 5 students in the Top 2 NAPLAN Bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 37 percent in 2021 to 41 percent • In Writing from 29 percent in 2021 to 31 percent
Target 2.2	<p>By 2025, the percentage of students attaining NAPLAN Above Benchmark Growth:</p> <ul style="list-style-type: none"> • In Reading will be 25 percent in 2025* • In Writing will be 25 percent in 2025* <p>*Benchmark growth data not available in 2021, normal distribution curve informed target.</p>

Target 2.3	<p>By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase:</p> <ul style="list-style-type: none"> • In the English Language Reading and Viewing Mode from 27 percent in 2021 to 31 percent • In the English Language Writing mode from 25 percent in 2021 to 29 percent
Key Improvement Strategy 2.a Building practice excellence	Develop and embed an agreed instructional model.
Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen teacher capacity to deliver a rich and engaging literacy curriculum.
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop, document, and embed whole school collaborative approaches to curriculum planning and assessment.
Goal 3	To maximise student learning outcomes in numeracy.
Target 3.1	By 2025, the percentage of Year 5 students in the Top 2 Bands NAPLAN, Numeracy, will increase from 31 percent in 2021 to 37 percent.
Target 3.2	<p>By 2025, the percentage of students attaining High Benchmark Growth, NAPLAN, Numeracy will reach 25* percent.</p> <p>*Benchmark growth data not available in 2021, normal distribution curve informed target.</p>

Target 3.3	By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase in the Mathematics Number and Algebra strand from 24 percent (2021) to 28 percent
Key Improvement Strategy 3.a Evaluating impact on learning	Strengthen teacher capacity to analyse and use data to inform differentiated learning.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build teacher capacity to use data to provide effective learning focus feedback to students.
Goal 4	To empower students to become confident, resilient, and self-reflective learners who are aware of the wider world and their place in it.
Target 4.1	By 2025, the percentage of positive responses to the following AtSS factors will increase in <ul style="list-style-type: none"> • Student voice and agency from 73 percent in 2021 to 77 percent • Sense of confidence from 79 percent in 2021 to 83 percent • Perseverance from 75 percent in 2021 to 80 percent • Effective classroom behaviour from 77 percent in 2021 to 81 percent
Key Improvement Strategy 4.a Empowering students and building school pride	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.
Key Improvement Strategy 4.b Health and wellbeing	Further develop and implement an effective whole school approach to student wellbeing.

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>By December 2023, at least 10% of students across the school will have made more than 12 months of growth in Number and Algebra. By December 2023, 38% of students will be working 6 months or more above the expected standard in Number and Algebra. By December 2023, School Staff Survey results for 'Professional learning through peer observation' will increase by 3% (from 2022). By December 2023, Attitudes to School Survey results for 'Students at this school treat each other with respect' will increase by 3% (from 2022). By December 2023, our school-based well-being survey data will increase by 5% positive endorsement for Student Voice and Agency from the February baseline data. By December 2023, we will reduce the percentage of students with 10 or more days late from 17% in 2022 to 12%. By December 2023, we will reduce the percentage of students with absences of 20 days or more from 30% in 2022 to 27%.</p>
To maximise student learning outcomes in literacy.	No	<p>By 2025, the percentage of Year 5 students in the Top 2 NAPLAN Bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 37 percent in 2021 to 41 percent • In Writing from 29 percent in 2021 to 31 percent 	

		<p>By 2025, the percentage of students attaining NAPLAN Above Benchmark Growth:</p> <ul style="list-style-type: none"> • In Reading will be 25 percent in 2025* • In Writing will be 25 percent in 2025* <p>*Benchmark growth data not available in 2021, normal distribution curve informed target.</p>	
		<p>By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase:</p> <ul style="list-style-type: none"> • In the English Language Reading and Viewing Mode from 27 percent in 2021 to 31 percent • In the English Language Writing mode from 25 percent in 2021 to 29 percent 	
To maximise student learning outcomes in numeracy.	No	<p>By 2025, the percentage of Year 5 students in the Top 2 Bands NAPLAN, Numeracy, will increase from 31 percent in 2021 to 37 percent.</p>	
		<p>By 2025, the percentage of students attaining High Benchmark Growth, NAPLAN, Numeracy will reach 25* percent.</p> <p>*Benchmark growth data not available in 2021, normal distribution curve informed target.</p>	
		<p>By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase in the Mathematics Number and Algebra strand from 24 percent (2021) to 28 percent</p>	
To empower students to become confident, resilient, and self-reflective	No	<p>By 2025, the percentage of positive responses to the following AtSS factors will increase in</p>	

<p>learners who are aware of the wider world and their place in it.</p>		<ul style="list-style-type: none"> • Student voice and agency from 73 percent in 2021 to 77 percent • Sense of confidence from 79 percent in 2021 to 83 percent • Perseverance from 75 percent in 2021 to 80 percent • Effective classroom behaviour from 77 percent in 2021 to 81 percent 	
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<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>By December 2023, at least 10% of students across the school will have made more than 12 months of growth in Number and Algebra.</p> <p>By December 2023, 38% of students will be working 6 months or more above the expected standard in Number and Algebra.</p> <p>By December 2023, School Staff Survey results for 'Professional learning through peer observation' will increase by 3% (from 2022).</p> <p>By December 2023, Attitudes to School Survey results for 'Students at this school treat each other with respect' will increase by 3% (from 2022).</p> <p>By December 2023, our school-based well-being survey data will increase by 5% positive endorsement for Student Voice and Agency from the February baseline data.</p> <p>By December 2023, we will reduce the percentage of students with 10 or more days late from 17% in 2022 to 12%.</p> <p>By December 2023, we will reduce the percentage of students with absences of 20 days or more from 30% in 2022 to 27%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

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

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>By December 2023, at least 10% of students across the school will have made more than 12 months of growth in Number and Algebra.</p> <p>By December 2023, 38% of students will be working 6 months or more above the expected standard in Number and Algebra.</p> <p>By December 2023, School Staff Survey results for 'Professional learning through peer observation' will increase by 3% (from 2022).</p> <p>By December 2023, Attitudes to School Survey results for 'Students at this school treat each other with respect' will increase by 3% (from 2022).</p> <p>By December 2023, our school-based well-being survey data will increase by 5% positive endorsement for Student Voice and Agency from the February baseline data.</p> <p>By December 2023, we will reduce the percentage of students with 10 or more days late from 17% in 2022 to 12%.</p> <p>By December 2023, we will reduce the percentage of students with absences of 20 days or more from 30% in 2022 to 27%.</p>
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
Actions	<ol style="list-style-type: none"> 1. Develop a whole-school understanding of how to effectively use formative assessment data in maths. 2. Refine our 'Who we are' document with a focus on building staff capacity to implement our Instructional Model.
Outcomes	<ul style="list-style-type: none"> • Teachers to build student confidence and capacity in mathematics • Students receive support at their point of learning • Teachers use formative assessment data to identify students' point of need and plan for learning

	<ul style="list-style-type: none"> Teachers select and employ appropriate strategies and tools to support students' learning at their point of need Leaders model a data-focused mindset and refer to evidence to support their decisions Leaders provide professional learning opportunities to improve teachers' ability to implement a range of formative strategies and tools 			
Success Indicators	<p>Early Indicators: Semester 1 Teacher Judgement data Semester 1 Teacher Judgement data Learning walks to gather data completed Observation Feedback model developed Maths language continuum developed</p> <p>Late Indicators: Semester 2 Teacher Judgement data Semester 2 Teacher Judgement data Implementation of our Observation and Feedback model Data from Observation and Feedback sessions Math language continuum is evident in lessons and planning Staff Survey results Attitudes to School Survey results Professional development plans Numeracy-focused PLC Inquiry Cycle presentations</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Maths Language Continuum developed (scope and sequence) Research other maths language continuums in use in other schools Trial using the Maths Language continuum in planning and teaching Trial using the Maths Language continuum in the LEP (Learning Enhancement Program/TLI) Provide professional learning to teachers on how to use the Maths Continuum</p>	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establish a Maths PLC with representatives for each year level Deliver a series of Professional Learning sessions with a focus on Numeracy and :</p> <ul style="list-style-type: none"> - Effective formative assessment strategies and tools - Using formative assessment for moderation and to drive teaching and learning - Documenting formative assessment data (individual student tracking) <p>Use the KGPS 'Maths 'I can' statement continuum' to develop formative assessment tasks and differentiate teaching and learning Develop and trial a range of formative assessment tasks and strategies</p>	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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>Who We Are Document</p> <ul style="list-style-type: none"> - Form team to review Who We Are document - Assistant Principal to meet with Curriculum PLC leaders to discuss how the Who We Are document will be incorporated into their 2023 Action Plans - Leadership team to review how we measure success using formative assessment and agree on key ideas and resources - Leadership team to identify which key ideas and strategies will be included in the Who We Are document. - Formative assessment section to be drafted by the leadership team. - Formative assessment section to be reviewed by leadership team with feedback to be provided - Formative assessment section to be reviewed by staff with feedback to be provided 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <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

<ul style="list-style-type: none"> - Final draft of formative assessment section to be included in Who We Are document. - Maths PLC team to explore the different ways that maths lessons can be structured using our Instructional Model - Maths PLC team to discuss and agree on the non-negotiables for a maths lesson - Numeracy leader to draft section for Who We Are document on structure of a maths lesson, including agreed non-negotiables - Draft section to be reviewed by leadership team and feedback provided - PD to be provided to staff on agreed maths non-negotiables, with opportunity for staff to provide feedback - Final draft of structure of a maths lesson (including non-negotiables) to be included in Who We Are document. - Year levels to identify non-negotiables for the use of flexible spaces and co-teaching to cater to student learning needs - Assistant Principal to run workshop reviewing identified non-negotiables with staff. Staff to collaborate in creating a whole school set of non-negotiables for co-teaching in flexible spaces. - Assistant Principal to create visual to represent the agreed non-negotiables for the use of flexible spaces and co-teaching. - Assistant Principal to update Who We Are document with visual and non-negotiables 				
<p>Develop a Peer Observation and Feedback Model:</p> <ul style="list-style-type: none"> - Trial Learning Walks across the school - Leadership team collects data via Learning Walks, analyses data and identifies the whole school/team PLC focus for peer observations - Leadership team to collaboratively develop protocols to be used when carrying out peer observations - Leaders run a staff workshop to consult on the Peer Observation and Feedback Model, including developing feedback methods - Leadership team to create a timetable of peer observations - Leadership team to update Who We Are document with an overview of the Learning Walks procedure and Peer Observation Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ol style="list-style-type: none"> 1. Develop and document our whole school approach to wellbeing. 2. Provide authentic opportunities to enhance student voice and student-led action. 			
Outcomes	<p>Students take part in year-level assembly performances connected to the school values</p> <p>Students will demonstrate our school values in all aspects of the school</p> <p>Student-driven/teacher-student action will increase</p> <p>Year 6 leaders have the opportunity to develop their roles and contribute to their school community via the KGPS Leadership Program</p> <p>Teachers are using Keysie Kids are Global Kids as part of their well-being program</p> <p>Teachers are using positive reinforcement, including positive language with students to 'live' the school values</p> <p>Teachers have a clear understanding of the school's protocols for managing major and minor incidents</p> <p>Teachers will increase their understanding of Student Voice, Agency and Leadership</p> <p>Leaders use well-being data (including attendance data) to drive PLC inquiry cycles and intervention and support programs</p> <p>Leaders will develop the capacity of other aspiring leaders who are coordinating student well-being and engagement-related projects</p>			
Success Indicators	<p>Early Indicators:</p> <p>Whole school reward system relating to Keysie Kids are Global Kids</p> <p>'I can' statements (demonstrating expected behaviors) developed for each school value connecting to the IB Learner Profile</p> <p>Attendance data sem 1</p> <p>Achieve Dogs Connect milestones</p> <p>Late Indicators:</p> <p>Active Travel data</p> <p>Attendance data Sem 2</p> <p>AtoSS factor- sense of connectedness, students at the school treat each other with respect, student voice</p> <p>School wellbeing survey- respect and student voice and agency factors</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Establish a Wellbeing team with leaders from across all year levels</p> <ul style="list-style-type: none"> - Develop and document our whole school social skills program- 'Keysie Kids are Global Kids' (underpinned by the PYP Learner Profile, school values, Respectful Relationship Program and Growing with Gratitude program) - Develop an action plan outlining the overall direction of the Keysie Kids are Global Kids Program. - Develop and document an expected behaviours matrix for each school value, linking in the PYP Learner Profile attributes - Development of a whole school assembly roster, which includes weekly performances by learning communities and the year 6 leaders co-leading assembly to promote the school values. - Learning Specialists to attend planning meetings and co-teach to model the implementation of the Keysie Kids are Global Kids program. - Provide staff Professional Development on Respectful Relationships and its use within all year levels. - Provide staff Professional Development around what Keysie Kids are Global Kids is, and how it can be used in different learning communities. - Provide staff Professional Development on the Growing with Gratitude program. - Provide termly Professional Development to develop the following term's focus values' matrix and 'I can' statements. - Administer a school-based wellbeing survey (1-6), to gain baseline data about students 'AtoSS', with a focus on respect, student voice and agency. - Analyse collected survey data with Wellbeing team, identifying an area of focus/group of focus students and develop an overarching inquiry cycle. - Using wellbeing survey data to drive PLC inquiry cycles - Develop a whole school reward system, that includes a whole 	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$27,579.60</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
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<p>school focus on our school values, with the inclusion of a house points system.</p> <ul style="list-style-type: none"> - Develop a whole display to showcase our school values. - Student wellbeing leaders to run assemblies and create performances/presentations to showcase each of our values. 				
<p>Develop a whole school behavior management framework.</p> <ul style="list-style-type: none"> - Provide professional development on classifying major and minor incidents and the use of positive language. - Development of a whole school approach to responding to major and minor incidents, including a response notification flow chart. - Create examples of documentation of minor and major incidents - Learning Communities to develop their own Essential Agreements with students, using positive language and the Keysie Kids are Global Kids 'I can' statements. - Provide Restorative Practices Professional Development, revisiting the process, documentation and teacher prompts. - Provide Professional Development for staff, sharing ways in which the Zones of Regulation can be incorporated into daily teaching and learning. - Create a non-negotiables list of the Social Thinking elements that each year level needs to use in their classroom, such as 'Follow the Group Plan' and 'Body in the Group'. - Provide Professional Development around the incorporation of Social Thinking strategies. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement the Dogs Connect program (Wellbeing Dog)</p> <ul style="list-style-type: none"> - Create Action Plan - Develop Policy Manual - Complete family considerations check list with all enrolled families - Hold parent/carer morning tea, to discuss any wonderings about the Dogs Connect program - Develop secondary group and enrol into the sideline course through Dogs Connect - Implement the '3 Expectations' and introduce wellbeing dog part time throughout the 'learning to relax' phase - Provide professional development to staff around explicit teaching 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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>\$20,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items

<p>moments and intervention strategies using a Wellbeing Dog (Module 7)</p> <ul style="list-style-type: none"> - Implement Wellbeing Dog social skills program, linking the Zones of Regulation and Social Thinking language throughout P-2 - Continue to complete Dogs Connect accreditation through meeting competency tasks <p>Year 6 Wellbeing Leaders trained to implement basic training and general care of the dog</p> <p>Year 6 Wellbeing Leaders upskill 2024 Year 6 Leaders</p>				<p>will be used which may include DET funded or free items</p>
<p>Establish a wellbeing team, appoint co-leaders and allocate project leaders to the Wellbeing Sub-Teams.</p> <ul style="list-style-type: none"> - Actions plans established for all wellbeing initiatives/projects - Learning Mentors program continued to be developed and documented- including criteria for student selection and tracking of meetings - Peer Mediation framework to be implemented. - Documenting the role of a peer mediator. - Periodic mediators have meetings with staff to discuss their observations. - Teacher to observe students and give feedback on mediations observed. - Sourcing an external provider to facilitate the mediation program. - Create scope and sequence of the Respectful Relationships program across the school. - Identify professional development opportunities for staff to attend. - Identify additional staff members to join the RR team. - Using newsletters and Learning Community News, sharing regular updates about classroom RR activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$27,895.49</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Provide an opportunity for student agency, leadership and voice through:</p> <ul style="list-style-type: none"> - Revising and developing the Year 6 Leadership Program, including documenting the roles and responsibilities of Year 6 Leaders - Establishing a 2023 SRC (with a focus on the Active Travel initiative) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

<p>- Establishing a Green Team to devise a school-wide composting system and establish a vegetable garden</p> <p>Provide Professional Development for staff to develop their understanding of student voice and agency.</p> <ul style="list-style-type: none"> - The 3/4 Learning Community to trial 'Student Voice sessions' in planning to co-design learning tasks/experiences - Units of Inquiry that promote student-centered action - Opportunities for student voice, via assemblies and communication platforms 				<ul style="list-style-type: none"> <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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$37,579.60	\$37,579.60	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$47,895.49	\$47,895.49	\$0.00
Total	\$85,475.09	\$85,475.09	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish a Maths PLC with representatives for each year level Deliver a series of Professional Learning sessions with a focus on Numeracy and : - Effective formative assessment strategies and tools - Using formative assessment for moderation and to drive teaching and learning - Documenting formative assessment data (individual student tracking) Use the KGPS 'Maths 'I can' statement continuum' to develop formative assessment tasks and differentiate teaching and learning Develop and trial a range of formative assessment tasks and strategies	\$4,000.00
Who We Are Document - Form team to review Who We Are document - Assistant Principal to meet with Curriculum PLC leaders to discuss how the Who We Are document will be	\$10,000.00

incorporated into their 2023 Action Plans

- Leadership team to review how we measure success using formative assessment and agree on key ideas and resources
- Leadership team to identify which key ideas and strategies will be included in the Who We Are document.
- Formative assessment section to be drafted by the leadership team.
- Formative assessment section to be reviewed by leadership team with feedback to be provided
- Formative assessment section to be reviewed by staff with feedback to be provided
- Final draft of formative assessment section to be included in Who We Are document.
- Maths PLC team to explore the different ways that maths lessons can be structured using our Instructional Model
- Maths PLC team to discuss and agree on the non-negotiables for a maths lesson
- Numeracy leader to draft section for Who We Are document on structure of a maths lesson, including agreed non-negotiables
- Draft section to be reviewed by leadership team and feedback provided
- PD to be provided to staff on agreed maths non-negotiables, with opportunity for staff to provide feedback
- Final draft of structure of a maths lesson (including non-negotiables) to be included in Who We Are document.
- Year levels to identify non-negotiables for the use of flexible spaces and co-teaching to cater to student learning needs
- Assistant Principal to run workshop reviewing identified non-negotiables with staff. Staff to collaborate in creating a whole school set of non-negotiables for co-teaching in flexible spaces.
- Assistant Principal to create visual to represent the agreed non-negotiables for the use of flexible spaces and co-teaching.
- Assistant Principal to update Who We Are document with visual and non-negotiables

<p>Establish a Wellbeing team with leaders from across all year levels</p> <ul style="list-style-type: none"> - Develop and document our whole school social skills program- 'Keysie Kids are Global Kids' (underpinned by the PYP Learner Profile, school values, Respectful Relationship Program and Growing with Gratitude program) - Develop an action plan outlining the overall direction of the Keysie Kids are Global Kids Program. - Develop and document an expected behaviours matrix for each school value, linking in the PYP Learner Profile attributes - Development of a whole school assembly roster, which includes weekly performances by learning communities and the year 6 leaders co-leading assembly to promote the school values. - Learning Specialists to attend planning meetings and co-teach to model the implementation of the Keysie Kids are Global Kids program. - Provide staff Professional Development on Respectful Relationships and its use within all year levels. - Provide staff Professional Development around what Keysie Kids are Global Kids is, and how it can be used in different learning communities. - Provide staff Professional Development on the Growing with Gratitude program. - Provide termly Professional Development to develop the following term's focus values' matrix and 'I can' statements. - Administer a school-based wellbeing survey (1-6), to gain baseline data about students 'AtoSS', with a focus on respect, student voice and agency. - Analyse collected survey data with Wellbeing team, identifying an area of focus/group of focus students and develop an overarching inquiry cycle. - Using wellbeing survey data to drive PLC inquiry cycles 	<p>\$27,579.60</p>
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<ul style="list-style-type: none"> - Develop a whole school reward system, that includes a whole school focus on our school values, with the inclusion of a house points system. - Develop a whole display to showcase our school values. - Student wellbeing leaders to run assemblies and create performances/presentations to showcase each of our values. 	
<p>Implement the Dogs Connect program (Wellbeing Dog)</p> <ul style="list-style-type: none"> - Create Action Plan - Develop Policy Manual - Complete family considerations check list with all enrolled families - Hold parent/carer morning tea, to discuss any wonderings about the Dogs Connect program - Develop secondary group and enrol into the sideline course through Dogs Connect - Implement the '3 Expectations' and introduce wellbeing dog part time throughout the 'learning to relax' phase - Provide professional development to staff around explicit teaching moments and intervention strategies using a Wellbeing Dog (Module 7) - Implement Wellbeing Dog social skills program, linking the Zones of Regulation and Social Thinking language throughout P-2 - Continue to complete Dogs Connect accreditation through meeting competency tasks <p>Year 6 Wellbeing Leaders trained to implement basic training and general care of the dog Year 6 Wellbeing Leaders upskill 2024 Year 6 Leaders</p>	\$20,000.00
<p>Establish a wellbeing team, appoint co-leaders and allocate project leaders to the Wellbeing Sub-Teams.</p> <ul style="list-style-type: none"> - Actions plans established for all wellbeing initiatives/projects - Learning Mentors program continued to be developed and documented- including criteria for student selection and tracking of meetings - Peer Mediation framework to be implemented. - Documenting the role of a peer mediator. 	\$27,895.49

<ul style="list-style-type: none"> - Periodic mediators have meetings with staff to discuss their observations. - Teacher to observe students and give feedback on mediations observed. - Sourcing an external provider to facilitate the mediation program. - Create scope and sequence of the Respectful Relationships program across the school. - Identify professional development opportunities for staff to attend. - Identify additional staff members to join the RR team. - Using newsletters and Learning Community News, sharing regular updates about classroom RR activities 	
Totals	\$89,475.09

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish a Maths PLC with representatives for each year level Deliver a series of Professional Learning sessions with a focus on Numeracy and : <ul style="list-style-type: none"> - Effective formative assessment strategies and tools - Using formative assessment for moderation and to drive teaching and learning - Documenting formative assessment data (individual student tracking) Use the KGPS 'Maths 'I can' statement continuum' to develop	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

<p>formative assessment tasks and differentiate teaching and learning Develop and trial a range of formative assessment tasks and strategies</p>			
<p>Who We Are Document - Form team to review Who We Are document - Assistant Principal to meet with Curriculum PLC leaders to discuss how the Who We Are document will be incorporated into their 2023 Action Plans - Leadership team to review how we measure success using formative assessment and agree on key ideas and resources - Leadership team to identify which key ideas and strategies will be included in the Who We Are document. - Formative assessment section to be drafted by the leadership team. - Formative assessment section to be reviewed by leadership team with feedback to be provided - Formative assessment section to be reviewed by staff with feedback to be provided - Final draft of formative assessment section to be included in Who We Are document. - Maths PLC team to explore the different ways that maths lessons can be structured using our Instructional Model - Maths PLC team to discuss and agree on the non-negotiables for a maths lesson</p>	<p>from: Term 1 to: Term 3</p>	<p>\$7,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>

<ul style="list-style-type: none"> - Numeracy leader to draft section for Who We Are document on structure of a maths lesson, including agreed non-negotiables - Draft section to be reviewed by leadership team and feedback provided - PD to be provided to staff on agreed maths non-negotiables, with opportunity for staff to provide feedback - Final draft of structure of a maths lesson (including non-negotiables) to be included in Who We Are document. - Year levels to identify non-negotiables for the use of flexible spaces and co-teaching to cater to student learning needs - Assistant Principal to run workshop reviewing identified non-negotiables with staff. Staff to collaborate in creating a whole school set of non-negotiables for co-teaching in flexible spaces. - Assistant Principal to create visual to represent the agreed non-negotiables for the use of flexible spaces and co-teaching. - Assistant Principal to update Who We Are document with visual and non-negotiables 			
<p>Establish a Wellbeing team with leaders from across all year levels</p> <ul style="list-style-type: none"> - Develop and document our whole school social skills program- 'Keysie Kids are Global Kids' (underpinned by the PYP Learner 	<p>from: Term 1 to: Term 4</p>	<p>\$27,579.60</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>Profile, school values, Respectful Relationship Program and Growing with Gratitude program)</p> <ul style="list-style-type: none"> - Develop an action plan outlining the overall direction of the Keysie Kids are Global Kids Program. - Develop and document an expected behaviours matrix for each school value, linking in the PYP Learner Profile attributes - Development of a whole school assembly roster, which includes weekly performances by learning communities and the year 6 leaders co-leading assembly to promote the school values. - Learning Specialists to attend planning meetings and co-teach to model the implementation of the Keysie Kids are Global Kids program. - Provide staff Professional Development on Respectful Relationships and its use within all year levels. - Provide staff Professional Development around what Keysie Kids are Global Kids is, and how it can be used in different learning communities. - Provide staff Professional Development on the Growing with Gratitude program. - Provide termly Professional Development to develop the following term's focus values' matrix and 'I can' statements. 			
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<ul style="list-style-type: none"> - Administer a school-based wellbeing survey (1-6), to gain baseline data about students 'AtoSS', with a focus on respect, student voice and agency. - Analyse collected survey data with Wellbeing team, identifying an area of focus/group of focus students and develop an overarching inquiry cycle. - Using wellbeing survey data to drive PLC inquiry cycles - Develop a whole school reward system, that includes a whole school focus on our school values, with the inclusion of a house points system. - Develop a whole display to showcase our school values. - Student wellbeing leaders to run assemblies and create performances/presentations to showcase each of our values. 			
Totals		\$37,579.60	

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
<p>Implement the Dogs Connect program (Wellbeing Dog)</p> <ul style="list-style-type: none"> - Create Action Plan - Develop Policy Manual - Complete family considerations check list with all enrolled families - Hold parent/carer morning tea, to discuss any wonderings about the Dogs Connect program - Develop secondary group and enrol into the sideline course through Dogs Connect - Implement the '3 Expectations' and introduce wellbeing dog part time throughout the 'learning to relax' phase - Provide professional development to staff around explicit teaching moments and intervention strategies using a Wellbeing Dog (Module 7) - Implement Wellbeing Dog social skills program, linking the Zones of Regulation and Social Thinking language throughout P-2 - Continue to complete Dogs Connect accreditation through meeting competency tasks Year 6 Wellbeing Leaders trained to implement basic training and general care of the dog Year 6 Wellbeing Leaders upskill 2024 Year 6 Leaders 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p>	<p><input checked="" type="checkbox"/> Dogs Connect Program</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Program delivered in school by external service provider ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

<p>Establish a wellbeing team, appoint co-leaders and allocate project leaders to the Wellbeing Sub-Teams.</p> <ul style="list-style-type: none"> - Actions plans established for all wellbeing initiatives/projects - Learning Mentors program continued to be developed and documented- including criteria for student selection and tracking of meetings - Peer Mediation framework to be implemented. - Documenting the role of a peer mediator. - Periodic mediators have meetings with staff to discuss their observations. - Teacher to observe students and give feedback on mediations observed. - Sourcing an external provider to facilitate the mediation program. - Create scope and sequence of the Respectful Relationships program across the school. - Identify professional development opportunities for staff to attend. - Identify additional staff members to join the RR team. - Using newsletters and Learning Community News, sharing regular updates about classroom RR activities 	<p>from: Term 1 to: Term 1</p>	<p>\$27,895.49</p>	<p><input checked="" type="checkbox"/> Growing With Gratitude</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
<p>Totals</p>		<p>\$47,895.49</p>	

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>Establish a Maths PLC with representatives for each year level</p> <p>Deliver a series of Professional Learning sessions with a focus on Numeracy and :</p> <ul style="list-style-type: none"> - Effective formative assessment strategies and tools - Using formative assessment for moderation and to drive teaching and learning - Documenting formative assessment data (individual student tracking) <p>Use the KGPS 'Maths 'I can' statement continuum' to develop formative assessment tasks and differentiate teaching and learning</p> <p>Develop and trial a range of formative assessment tasks and strategies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Maths Toolkit</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Establish a Wellbeing team with leaders from across all year levels</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - Develop and document our whole school social skills program- 'Keysie Kids are Global Kids' (underpinned by the PYP Learner Profile, school values, Respectful Relationship Program and Growing with Gratitude program) - Develop an action plan outlining the overall direction of the Keysie Kids are Global Kids Program. - Develop and document an expected behaviours matrix for each school value, linking in the PYP Learner Profile attributes - Development of a whole school assembly roster, which includes weekly performances by learning communities and the year 6 leaders co-leading assembly to promote the school values. - Learning Specialists to attend planning meetings and co-teach to model the implementation of the Keysie Kids are Global Kids program. - Provide staff Professional Development on Respectful Relationships and its use within all year levels. 			<input checked="" type="checkbox"/> Curriculum development		<input checked="" type="checkbox"/> Departmental resources SWPBS Wellbeing-HITS	
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<ul style="list-style-type: none"> - Provide staff Professional Development around what Keysie Kids are Global Kids is, and how it can be used in different learning communities. - Provide staff Professional Development on the Growing with Gratitude program. - Provide termly Professional Development to develop the following term's focus values' matrix and 'I can' statements. - Administer a school-based wellbeing survey (1-6), to gain baseline data about students 'AtoSS', with a focus on respect, student voice and agency. - Analyse collected survey data with Wellbeing team, identifying an area of focus/group of focus students and develop an overarching inquiry cycle. - Using wellbeing survey data to drive PLC inquiry cycles - Develop a whole school reward system, that includes a whole school focus on our school values, with the inclusion of a house points system. - Develop a whole display to 						
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<p>showcase our school values. - Student wellbeing leaders to run assemblies and create performances/presentations to showcase each of our values.</p>						
<p>Develop a whole school behavior management framework. - Provide professional development on classifying major and minor incidents and the use of positive language. - Development of a whole school approach to responding to major and minor incidents, including a response notification flow chart. - Create examples of documentation of minor and major incidents - Learning Communities to develop their own Essential Agreements with students, using positive language and the Keysie Kids are Global Kids 'I can' statements. - Provide Restorative Practices Professional Development, revisiting the process, documentation and teacher prompts. - Provide Professional Development for staff,</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Wellebing HITS Restriants and seclusion Learn Ed PD</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>sharing ways in which the Zones of Regulation can be incorporated into daily teaching and learning.</p> <ul style="list-style-type: none"> - Create a non-negotiables list of the Social Thinking elements that each year level needs to use in their classroom, such as 'Follow the Group Plan' and 'Body in the Group'. - Provide Professional Development around the incorporation of Social Thinking strategies. 						
<p>Implement the Dogs Connect program (Wellbeing Dog)</p> <ul style="list-style-type: none"> - Create Action Plan - Develop Policy Manual - Complete family considerations check list with all enrolled families - Hold parent/carer morning tea, to discuss any wonderings about the Dogs Connect program - Develop secondary group and enrol into the sideline course through Dogs Connect - Implement the '3 Expectations' and introduce wellbeing dog part time throughout the 'learning to relax' phase - Provide professional 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <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"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>development to staff around explicit teaching moments and intervention strategies using a Wellbeing Dog (Module 7)</p> <ul style="list-style-type: none"> - Implement Wellbeing Dog social skills program, linking the Zones of Regulation and Social Thinking language throughout P-2 - Continue to complete Dogs Connect accreditation through meeting competency tasks <p>Year 6 Wellbeing Leaders trained to implement basic training and general care of the dog</p> <p>Year 6 Wellbeing Leaders upskill 2024 Year 6 Leaders</p>						
<p>Provide an opportunity for student agency, leadership and voice through:</p> <ul style="list-style-type: none"> - Revising and developing the Year 6 Leadership Program, including documenting the roles and responsibilities of Year 6 Leaders - Establishing a 2023 SRC (with a focus on the Active Travel initiative) - Establishing a Green Team to devise a school-wide composting system and establish a vegetable garden 	<ul style="list-style-type: none"> ✔ Assistant Principal ✔ PLC Leaders ✔ Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Design of formative assessments ✔ Collaborative Inquiry/Action Research team ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Whole School Pupil Free Day ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Learning Specialist ✔ Departmental resources <p>Amplify</p>	<ul style="list-style-type: none"> ✔ On-site

<p>Provide Professional Development for staff to develop their understanding of student voice and agency.</p> <ul style="list-style-type: none"> - The 3/4 Learning Community to trial 'Student Voice sessions' in planning to co-design learning tasks/experiences - Units of Inquiry that promote student-centered action - Opportunities for student voice, via assemblies and communication platforms 						
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