

# 2024 Annual Implementation Plan

## for improving student outcomes

Aberfeldie Primary School (4220)



Aberfeldie  
Primary  
School

Submitted for review by Tyson Smith (School Principal) on 10 April, 2024 at 10:30 AM  
Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 16 April, 2024 at 06:11 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	

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

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve the learning outcomes of every student in literacy and numeracy.	Yes	<p>By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3.in:</p> <ul style="list-style-type: none"> <li>• reading from 59% (2019) to 70% (2024)</li> <li>• writing from 69% (2019) to 75% (2024)</li> <li>• numeracy from 38% (2019) to 55% (2024)</li> </ul> <p>Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 53% (2019) to 60% (2024)</li> <li>• writing from 39% (2019) to 45% (2024)</li> <li>• numeracy from 51% (2019) to 55% (2024)</li> </ul>	<p>2023:Year 5 NAPLAN Reading - 43% exceeding, 45% strong, 10% developing, 2% needs additional supportYear 5 NAPLAN Numeracy - 16% exceeding, 67% strong, 17% developing, 0% needs additional support2024:Increase exceeding by 5% or moreMaintain 5% or less for needs additional support.</p>
		<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none"> <li>• reading and viewing from 49% (2019) to 55% (2024)</li> <li>• writing from 27% (2019) to 35% (2024)</li> <li>• number and algebra from 44% (2019) to 52% (2024)</li> </ul> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 7% (2019) to 4% (2024)</li> </ul>	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement:To increase the percentage of students achieving above expected level in reading from 58% (2023) to 60% or above (2024).To increase the percentage of students achieving above expected level in writing from 35% (2023) to</p>

		<ul style="list-style-type: none"> <li>• writing from 9% (2019) to 5% (2024)</li> <li>• number and algebra from 8% (2019) to 4% (2024)</li> </ul>	<p>37% or above (2024).To increase the percentage of students achieving above expected level in number and algebra from 39% (2023) to 41% or above (2024).Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement:To decrease the percentage of students achieving below expected level in reading from 8% (2023) to 6% or less (2024).To decrease the percentage of students achieving below expected level in writing from 12% (2023) to 10% or less (2024).To decrease the percentage of students achieving below expected level in number and algebra from 10% (2023) to 8% or less (2024).</p>
		<p>By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)</p>	<p>By 2024, reduce the percentage of students achieving below expected growth in reading Victorian Curriculum Teacher Judgement from 27% (2023) to 25% or less (2024).</p>
		<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> <li>• understand curriculum from 79% (2019) to 85% (2024)</li> <li>• understand formative assessment from 79% (2019) to 85% (2024)</li> </ul> <p>module Teaching and Learning -Evaluation:</p> <ul style="list-style-type: none"> <li>• monitor effectiveness using data from 74% (2019) to 80% (2024)</li> </ul>	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):To increase the percentage of positive endorsement in the School Staff Survey for instructional leadership from 79% (2023) to 81% or above (2024).To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Planning) - understand curriculum from 95% (2023) to 97% or above (2024).To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - understand formative assessment from 85% (2023) to</p>

			87% or above (2024).To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Evaluation) - monitor effectiveness using data from 70% (2023) to 72% or above (2024).
To increase student engagement in their learning.	No	By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 75% (2024)</li> <li>• Effort from 88% (2019) to 90% (2024) tbc</li> <li>• Teacher concern from 76% (2019) to 80% (2024)</li> </ul>	
		By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 82% (2024)</li> <li>• Teacher communication from 54% (2019)to 68% (2024)</li> <li>• Effective teaching from 73% (2019) to 85% (2024)</li> </ul>	
		By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors: <ul style="list-style-type: none"> <li>• Promoting student ownership of learning goals from 84% (2019) to 85% (2024)</li> <li>• Parent and community involvement from 78% (2019) to 85% (2024)</li> <li>• Use student feedback to improve practice from 68% (2019) to 75% (2024)</li> </ul>	
To improve the social and emotional wellbeing of students	Yes	By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors: <ul style="list-style-type: none"> <li>• Sense of confidence from 84% (2019) to 89% (2024)</li> <li>• Resilience from 82% (2019) to 86% (2024)</li> </ul> School safety:	To increase the percentage of positive endorsement in the Attitudes to School Survey for Learner Characteristics & Dispositions - Sense of Confidence from 75% (2023) to 77% or above (2024).To increase the percentage of

		<ul style="list-style-type: none"> <li>• Respect for diversity from 83% (2019) to 88% (2024)</li> <li>• Teacher concern from 76% (2019) to 88% (2024)</li> <li>• managing bullying from 84% (2019) to 88% (2024)</li> </ul>	<p>positive endorsement in the Attitudes to School Survey for Individual &amp; Social Emotional Wellbeing - Resilience from 71% (2023) to 73% or above (2024). To increase the percentage of positive endorsement in the Attitudes to School Survey for School Safety - Respect for Diversity from 74% (2023) to 76% or above (2024). To increase the percentage of positive endorsement in the Attitudes to School Survey for Teacher-Student Relations - Teacher Concern from 65% (2023) to 67% or above (2024). To increase the percentage of positive endorsement in the Attitudes to School Survey for School Safety - Managing Bullying from 69% (2023) to 71% or above (2024).</p>
		<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 81% (2019) to 88% (2024)</li> <li>• Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)</li> </ul>	<p>To increase the percentage of positive endorsement in the School Staff Survey for School Climate - Trust in Students &amp; Parents from 72% (2023) to 74% or above (2024). To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - Support growth &amp; learning of whole child from 95% (2023) to 97% or above (2024).</p>
		<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>	<p>N/A</p>

<b>Goal 2</b>	<b>To improve the learning outcomes of every student in literacy and numeracy.</b>
<b>12-month target 2.1-month target</b>	<p>2023: Year 5 NAPLAN Reading - 43% exceeding, 45% strong, 10% developing, 2% needs additional support</p>

	<p>Year 5 NAPLAN Numeracy - 16% exceeding, 67% strong, 17% developing, 0% needs additional support</p> <p>2024:  Increase exceeding by 5% or more  Maintain 5% or less for needs additional support.</p>
<b>12-month target 2.2-month target</b>	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement:</p> <p>To increase the percentage of students achieving above expected level in reading from 58% (2023) to 60% or above (2024).</p> <p>To increase the percentage of students achieving above expected level in writing from 35% (2023) to 37% or above (2024).</p> <p>To increase the percentage of students achieving above expected level in number and algebra from 39% (2023) to 41% or above (2024).</p> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement:</p> <p>To decrease the percentage of students achieving below expected level in reading from 8% (2023) to 6% or less (2024).</p> <p>To decrease the percentage of students achieving below expected level in writing from 12% (2023) to 10% or less (2024).</p> <p>To decrease the percentage of students achieving below expected level in number and algebra from 10% (2023) to 8% or less (2024).</p>
<b>12-month target 2.3-month target</b>	<p>By 2024, reduce the percentage of students achieving below expected growth in reading Victorian Curriculum Teacher Judgement from 27% (2023) to 25% or less (2024).</p>
<b>12-month target 2.4-month target</b>	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for instructional leadership from 79% (2023) to 81% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Planning) - understand curriculum from 95% (2023) to 97% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - understand formative assessment from 85% (2023) to 87% or above (2024).</p>



	To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Evaluation) - monitor effectiveness using data from 70% (2023) to 72% or above (2024).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build practice excellence in numeracy and literacy	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Deepen teacher understanding and knowledge in curriculum planning and assessment	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Embed whole-school practices to evaluate the impact of teaching on learning	No
<b>KIS 2.d</b> Professional leadership	Further develop middle level instructional leadership	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The above KIS have been selected as key priorities for the final year of our SSP. These two KIS have already formed a significant body of work across the school over the current SSP period, but are still in need of investment to ensure initiatives are embedded. The objective is to invest in these two KIS over 2024 to present as key strengths in our upcoming review and to provide strong foundations for our new strategic plan to evolve.	
<b>Goal 4</b>	<b>To improve the social and emotional wellbeing of students</b>	
<b>12-month target 4.1-month target</b>	<p>To increase the percentage of positive endorsement in the Attitudes to School Survey for Learner Characteristics &amp; Dispositions - Sense of Confidence from 75% (2023) to 77% or above (2024).</p> <p>To increase the percentage of positive endorsement in the Attitudes to School Survey for Individual &amp; Social Emotional Wellbeing - Resilience from 71% (2023) to 73% or above (2024).</p>	

	<p>To increase the percentage of positive endorsement in the Attitudes to School Survey for School Safety - Respect for Diversity from 74% (2023) to 76% or above (2024).</p> <p>To increase the percentage of positive endorsement in the Attitudes to School Survey for Teacher-Student Relations - Teacher Concern from 65% (2023) to 67% or above (2024).</p> <p>To increase the percentage of positive endorsement in the Attitudes to School Survey for School Survey for School Safety - Managing Bullying from 69% (2023) to 71% or above (2024).</p>	
<b>12-month target 4.2-month target</b>	<p>To increase the percentage of positive endorsement in the School Staff Survey for School Climate - Trust in Students &amp; Parents from 72% (2023) to 74% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - Support growth &amp; learning of whole child from 95% (2023) to 97% or above (2024).</p>	
<b>12-month target 4.3-month target</b>	N/A	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 4.a</b> Positive climate for learning	Strengthen the health and wellbeing of students	Yes
<b>KIS 4.b</b> Positive climate for learning	Develop and embed a whole-school approach to social and emotional wellbeing	No
<b>KIS 4.c</b> Positive climate for learning	Embed whole school expectations and strengthen practices in inclusion	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.	The above two KIS align directly with the Mental Health in Primary School and Disability Inclusion initiatives, both of which has school leaders directly assigned to these bodies of work. The work associated with enhancing our inclusive and wellbeing practices will be significant in 2024, with a continued focus on improving our approach to DI, SWPBS and wellbeing high impact strategies.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve the learning outcomes of every student in literacy and numeracy.
<b>12-month target 2.1 target</b>	<p>2023: Year 5 NAPLAN Reading - 43% exceeding, 45% strong, 10% developing, 2% needs additional support Year 5 NAPLAN Numeracy - 16% exceeding, 67% strong, 17% developing, 0% needs additional support</p> <p>2024: Increase exceeding by 5% or more Maintain 5% or less for needs additional support.</p>
<b>12-month target 2.2 target</b>	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement:</p> <p>To increase the percentage of students achieving above expected level in reading from 58% (2023) to 60% or above (2024).</p> <p>To increase the percentage of students achieving above expected level in writing from 35% (2023) to 37% or above (2024).</p> <p>To increase the percentage of students achieving above expected level in number and algebra from 39% (2023) to 41% or above (2024).</p> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement:</p> <p>To decrease the percentage of students achieving below expected level in reading from 8% (2023) to 6% or less (2024).</p> <p>To decrease the percentage of students achieving below expected level in writing from 12% (2023) to 10% or less (2024).</p> <p>To decrease the percentage of students achieving below expected level in number and algebra from 10% (2023) to 8% or less (2024).</p>
<b>12-month target 2.3 target</b>	By 2024, reduce the percentage of students achieving below expected growth in reading Victorian Curriculum Teacher Judgement from 27% (2023) to 25% or less (2024).
<b>12-month target 2.4 target</b>	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for instructional leadership from 79% (2023) to 81%</p>

	<p>or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Planning) - understand curriculum from 95% (2023) to 97% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - understand formative assessment from 85% (2023) to 87% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Evaluation) - monitor effectiveness using data from 70% (2023) to 72% or above (2024).</p>
<b>KIS 2.a</b> Building practice excellence	Build practice excellence in numeracy and literacy
<b>Actions</b>	<p>Refine and embed school instructional model and instructional practices</p> <p>Embed literacy practices of Science of Language and Reading (SOLAR) and University of Florida Literacy Institute (UFLI) Foundations.</p> <p>Explore and enhance understanding of the mathematics curriculum</p>
<b>Outcomes</b>	<p>Literacy:</p> <p>Students will be able to articulate the structure and elements of literacy sessions.</p> <p>Teachers will utilise the instructional model to plan and design learning in literacy.</p> <p>Leaders will draw from identified evidence bases to support and build capacity of teachers to align instruction to instructional model and agreed approaches to literacy learning.</p> <p>Community will describe a general understanding for how literacy is taught at Aberfeldie Primary School.</p> <p>Numeracy:</p> <p>Students will be able to articulate the structure and elements of numeracy sessions, as well as the learning intention and success criteria.</p> <p>Teachers will begin utilising the new mathematics curriculum to plan for and assess learning in numeracy.</p> <p>Leaders will support teachers in their familiarisation of the new mathematics curriculum through direct coaching and leading of learning.</p> <p>Community will be aware of the new mathematics curriculum and how it will support their child's learning.</p>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Published, revised and improved instructional model that represents new learning and developments from 2023.</li> <li>- Planning documentation that aligns to the professional learning - evidence of new curriculum, instructional model, Science of</li> </ul>

	Language and Reading (SOLAR) etc. - Maintained results of less than 4% of students requiring additional support in Reading and Numeracy NAPLAN yr 5. - Increase exceeding by at least 5% in Reading and Numeracy NAPLAN for Year 5. - Coaching and peer observation records/notes of improved practice in the above priorities. - Records of professional learning that builds on practice excellence of literacy and numeracy.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embedding of Instructional Model through: - targeted professional learning (whole school and PLC)	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Coaching and mentoring: - Instructional Practices - Literacy and Numeracy Practices - SWPBS Tier 1 Practices	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader  <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  <input checked="" type="checkbox"/> Other funding will be used
Exploring and enhancing the knowledge and understanding of the new Mathematics curriculum: - targeted professional learning (whole school and PL)	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Embedding of the practices aligned to the Science of Reading across F-6, with continued focus on University of Florida Literacy Institute (UFLI) Foundations at F-2: - targeted professional learning (whole school and PL) - Acadience assessment - curriculum planning and design in PLC	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 2.b</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment			
<b>Actions</b>	Enhance the PLC processes for learning, assessment and curriculum design			
<b>Outcomes</b>	Students will be actively engaged in learning that is clearly differentiated to their needs. Teachers will effectively collaborate with colleagues through PLCs to plan and assess, as well as engage with coaching, support and professional learning. Leaders will lead the improvement of curriculum design and assessment and be actively involved in the PLC teams. Community will describe a general understanding of how learning is designed at Aberfeldie Primary School.			
<b>Success Indicators</b>	- Agenda's and minutes from PLC time evidence improved practices and processes. - Curriculum overviews, assessment schedules and planning documentation will show improvement and be further streamlined. - Records of protocol discussions through PLC minutes will show analysed student assessment data and implications for planning.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
PLC accountability, challenge and support systems - collaboration - curriculum planning - middle leadership meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00

				<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 <input checked="" type="checkbox"/> Other funding will be used
PLCL and Middle Leader development: - coaching and support - professional learning - embedding assessment and data analysis	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 4</b>	To improve the social and emotional wellbeing of students			
<b>12-month target 4.1 target</b>	To increase the percentage of positive endorsement in the Attitudes to School Survey for Learner Characteristics & Dispositions - Sense of Confidence from 75% (2023) to 77% or above (2024).  To increase the percentage of positive endorsement in the Attitudes to School Survey for Individual & Social Emotional Wellbeing - Resilience from 71% (2023) to 73% or above (2024).  To increase the percentage of positive endorsement in the Attitudes to School Survey for School Safety - Respect for Diversity from 74% (2023) to 76% or above (2024).			

	<p>To increase the percentage of positive endorsement in the Attitudes to School Survey for Teacher-Student Relations - Teacher Concern from 65% (2023) to 67% or above (2024).</p> <p>To increase the percentage of positive endorsement in the Attitudes to School Survey for School Survey for School Safety - Managing Bullying from 69% (2023) to 71% or above (2024).</p>
<b>12-month target 4.2 target</b>	<p>To increase the percentage of positive endorsement in the School Staff Survey for School Climate - Trust in Students &amp; Parents from 72% (2023) to 74% or above (2024).</p> <p>To increase the percentage of positive endorsement in the School Staff Survey for Teaching and Learning (Implementation) - Support growth &amp; learning of whole child from 95% (2023) to 97% or above (2024).</p>
<b>12-month target 4.3 target</b>	N/A
<b>KIS 4.a</b> Health and wellbeing	Strengthen the health and wellbeing of students
<b>Actions</b>	<p>Embed SWPBS (Tier 1)</p> <p>Enhance High Impact Wellbeing Strategies (RRRR, SWPBS, Smiling Mind)</p>
<b>Outcomes</b>	<p>Students will be able to articulate the purpose of the SWPBS Matrix and outline the minor and major responses to behaviour, as well as describe how the token system works.</p> <p>Teachers will support students by explicitly teaching behaviours and following the minor and major response flow chat, as well as record Compass Chronicles accurately and regularly.</p> <p>Leaders will support staff and students by following the minor and major response flow chat, as well as monitoring Compass Chronicles accurately to support student behaviour.</p> <p>Staff will be able to describe the High Impact Wellbeing Strategies</p> <p>Community will understand and be able to articulate the SWPBS approach at Aberfeldie in general terms.</p>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Compass chronicles will demonstrate refined and processes that align to the school's SWPBS documentation.</li> <li>- Sequenced school-wide lesson plans for the explicit teaching of routines, expectations and behaviours.</li> <li>- SWPBS data and behaviour tracking.</li> <li>- Planning documentation that includes references to High Impact Wellbeing Strategies.</li> <li>- Observation notes from MHWL about High Impact Wellbeing Strategies.</li> </ul>



Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed SWPBS approach commence through year two of the rollout: - SWPBS team coaching and student behaviour monitoring	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enhance Wellbeing High Impact Teaching Strategies (RRRR, SWPBS, Smiling Mind) - Professional learning series for staff - PLC & individual teacher support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teacher concern student opinion - student survey data - teacher capacity building T1: unconditional positive regard High Impact Strategy 1	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00
<b>KIS 4.c</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion			
<b>Actions</b>	Strengthen the practices and processes around the Disability Inclusion Initiative, including the support and accountability around providing adjustments for students. Professional learning, coaching and support to enhance Inclusive practices across the school.			

<b>Outcomes</b>	<p>Students will articulate a deeper understanding of inclusion.  Teachers will demonstrate inclusive practices and describe appropriate adjustments for students with additional needs.  Leaders will provide coaching and support to staff to ensure that adjustments are implemented appropriately  Community will describe an understanding of inclusion and how Aberfeldie Primary supports students.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Planning documentation the includes records of adjustments for students with additional needs.</li> <li>- Observation and coaching records from DI Learning Specialist.</li> <li>- Successfully completed DIPS.</li> <li>- Professional learning records from schedule.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Disability Inclusion Profiles and mechanisms for the implementation of adjustments for students	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
DI practices professional learning - whole school	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$70,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$24,032.80	\$24,000.00	\$32.80
Disability Inclusion Tier 2 Funding	\$152,084.61	\$152,000.00	\$84.61
Schools Mental Health Fund and Menu	\$47,027.42	\$47,000.00	\$27.42
<b>Total</b>	<b>\$223,144.83</b>	<b>\$223,000.00</b>	<b>\$144.83</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Embedding of Instructional Model through: - targeted professional learning (whole school and PLC)	\$5,000.00
Coaching and mentoring: - Instructional Practices - Literacy and Numeracy Practices - SWPBS Tier 1 Practices	\$20,000.00
Exploring and enhancing the knowledge and understanding of the new Mathematics curriculum: - targeted professional learning (whole school and PL)	\$2,000.00
Embedding of the practices aligned to the Science of Reading across F-6, with continued focus on University of Florida Literacy Institute (UFLI) Foundations at F-2: - targeted professional learning (whole school and PL) - Acadience assessment - curriculum planning and design in PLC	\$5,000.00
PLC accountability, challenge and support systems - collaboration	\$12,000.00

- curriculum planning - middle leadership meetings	
PLCL and Middle Leader development: - coaching and support - professional learning - embedding assessment and data analysis	\$10,000.00
Embed SWPBS approach commence through year two of the rollout: - SWPBS team coaching and student behaviour monitoring	\$18,000.00
Enhance Wellbeing High Impact Teaching Strategies (RRRR, SWPBS, Smiling Mind) - Professional learning series for staff - PLC & individual teacher support	\$12,000.00
Disability Inclusion Profiles and mechanisms for the implementation of adjustments for students	\$80,000.00
DI practices professional learning - whole school	\$70,000.00
<b>Totals</b>	<b>\$234,000.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embedding of Instructional Model through: - targeted professional learning (whole school and PLC)	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Coaching and mentoring: - Instructional Practices	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

- Literacy and Numeracy Practices - SWPBS Tier 1 Practices	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Exploring and enhancing the knowledge and understanding of the new Mathematics curriculum: - targeted professional learning (whole school and PL)	from: Term 2 to: Term 3	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Embedding of the practices aligned to the Science of Reading across F-6, with continued focus on University of Florida Literacy Institute (UFLI) Foundations at F-2: - targeted professional learning (whole school and PL) - Acadience assessment - curriculum planning and design in PLC	from: Term 1 to: Term 3	\$4,000.00	<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)
PLC accountability, challenge and support systems - collaboration - curriculum planning - middle leadership meetings	from: Term 1 to: Term 4	\$5,000.00	<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) <input checked="" type="checkbox"/> Support services
Embed SWPBS approach commence through year two of the rollout: - SWPBS team coaching and student behaviour monitoring	from: Term 1 to: Term 4	\$3,000.00	<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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
<b>Totals</b>		\$24,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
PLC accountability, challenge and support systems - collaboration - curriculum planning - middle leadership meetings	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul>
Disability Inclusion Profiles and mechanisms for the implementation of adjustments for students	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Customised or adjustable furniture</li> <li>• Literacy aids</li> <li>• Sensory resources</li> </ul>
DI practices professional learning - whole school	from: Term 1 to: Term 3	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>

			<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Middle school leaders</li> <li>• Whole school</li> <li>• Education support</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend staff PL)</li> <li>• CRT (to attend Profile meetings)</li> </ul>
<b>Totals</b>		\$152,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Coaching and mentoring: - Instructional Practices - Literacy and Numeracy Practices - SWPBS Tier 1 Practices	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
PLC accountability, challenge and support systems - collaboration - curriculum planning - middle leadership meetings	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
PLCL and Middle Leader development:	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

- coaching and support - professional learning - embedding assessment and data analysis	to: Term 4		
Embed SWPBS approach commence through year two of the rollout: - SWPBS team coaching and student behaviour monitoring	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Enhance Wellbeing High Impact Teaching Strategies (RRRR, SWPBS, Smiling Mind) - Professional learning series for staff - PLC & individual teacher support	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
<b>Totals</b>		\$47,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Embedding of Instructional Model through: - targeted professional learning (whole school and PLC)	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Coaching and mentoring: - Instructional Practices - Literacy and Numeracy Practices - SWPBS Tier 1 Practices	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Exploring and enhancing the knowledge and understanding of the new Mathematics curriculum: - targeted professional learning (whole school and PL)	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

<p>Embedding of the practices aligned to the Science of Reading across F-6, with continued focus on University of Florida Literacy Institute (UFLI) Foundations at F-2:</p> <ul style="list-style-type: none"> <li>- targeted professional learning (whole school and PL)</li> <li>- Acadience assessment</li> <li>- curriculum planning and design in PLC</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>PLC accountability, challenge and support systems</p> <ul style="list-style-type: none"> <li>- collaboration</li> <li>- curriculum planning</li> <li>- middle leadership meetings</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>PLCL and Middle Leader development:</p> <ul style="list-style-type: none"> <li>- coaching and support</li> <li>- professional learning</li> <li>- embedding assessment and data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Embed SWPBS approach commence through year two of the rollout:</p> <ul style="list-style-type: none"> <li>- SWPBS team coaching and student behaviour monitoring</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Enhance Wellbeing High Impact Teaching Strategies (RRRR, SWPBS, Smiling Mind)</p> <p>- Professional learning series for staff</p> <p>- PLC &amp; individual teacher support</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Teacher concern student opinion</p> <p>- student survey data</p> <p>- teacher capacity building</p> <p>T1: unconditional positive regard</p> <p>High Impact Strategy 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Disability Inclusion Profiles and mechanisms for the implementation of adjustments for students</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>DI practices professional learning - whole school</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>