

2023 Annual Implementation Plan

for improving student outcomes

Mentone Primary School (2950)



Submitted for review by Marcelle Van Maanen (School Principal) on 20 December, 2022 at 12:58 PM

Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:12 AM

Awaiting endorsement by School Council President

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

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	Improve the % of Grade 5 students in the top 2 bands of Numeracy from 29% to 40% and increase the % of students maintaining top 2 bands to above 70%
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	Implement a rigorous, evidence based Numeracy Intervention program across the school to lift student outcomes Develop whole school understanding of the ACARA Numeracy Learning Progressions (NLP) Develop whole school adoption of identified shared Numeracy language.
Outcomes	LEADERS WILL <ul style="list-style-type: none"> • Prioritise resourcing GRIN training and Numeracy staff workshops through 2023 • Develop and implement coherent annual numeracy plan and communicate to staff • Monitor and lead evaluation of impact on teacher practice and student learning • Model practices and coach staff • Drive understanding and use of Numeracy E4L resources TEACHERS WILL <ul style="list-style-type: none"> • Intervene at evidence-based point of need with improved knowledge and skill • Identify common numeracy misunderstandings with expertise • Prioritise numeracy learning in PLTs • Understand and implement assessment that target the needs of all students with specificity • Teachers are able to demonstrate their understanding of NLP, they consistently refer to and use NLP and planning documents reflect this • Teachers are using instructional model components consistently • Teachers are observing each other's practise and building Numeracy skill and knowledge

	<ul style="list-style-type: none"> Teacher understand the GRIN model and are using these skills effectively to lift student outcomes Teachers are identifying students for intervention on a consistent basis and monitoring progress <p>STUDENTS WILL</p> <ul style="list-style-type: none"> Be more confident to identify the strategies that improve their numeracy learning Consistently use the language Demonstrate that they understand the language Demonstrate they are more confident in Numeracy classes and workshops and can explain how this improves their learning 			
Success Indicators	<p>Learning walk data term 1 and 2- Observation notes and reflections Staff workshops learning intentions and success indicators PLT meeting minutes, term 1,2,3 and 4 Staff feedback data - skills and knowledge evaluation, term 1, term 3 Student RADAR charts, term 1 and 3 Student led conferencing, term 3- parent feedback/numeracy AToSS - learning confidence</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Embed focused Numeracy language across the school-Staff induction workshop	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	0%
Activity 2	Embed focused Numeracy language across the school-Create shared language documents and posters	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Embed focused Numeracy language across the school-Create additional math corner videos for families	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	0%
Activity 4	Develop implementation Gannt and staff workshop schedule of Numeracy workshops based on documented Numeracy improvement plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 5	Implement Numeracy intervention program across school-Resource and facilitate GRIN training for Numeracy leader and all PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 6	Implement Numeracy intervention program across school-Identify GRIN student pilot group	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Assistant Principal	to: Term 4	
Activity 7	Implement Numeracy intervention program across school-Develop and implement Professional learning workshops to enable all staff to implement GRIN in teams	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%
Activity 8	Implement Numeracy intervention program across school-Set up whole school Numeracy intervention program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%
Activity 9	Embed Numeracy Learning Progressions (NLP)-develop workshop series and PLT follow up activities and monitoring	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 10	Embed Numeracy Learning Progressions (NLP)- Embed NLP in team planning documents at all levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 11	Embed Numeracy Learning Progressions (NLP)-Develop and disseminate resources, fluency activities that support NLPs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 12	Implement middle years scaffolded numeracy- Identify pilot grade 5-6 and implement assessment	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 13	Implement middle years scaffolded numeracy-assess the pilot class and moderate with PLT	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 3	0%
Activity 14	Implement middle years scaffolded numeracy-whole staff workshop- outcomes of trial and train all teachers	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 3	0%
Activity 15	Develop Numeracy instructional model- Utilise E4L resources and research evidence based practices to inform research on best model for MPS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 16	Develop Numeracy instructional model- Develop model with staff feedback and implement across school, monitor and evaluate change in practice with modelling, learning walks, coaching	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Re-evaluate the Wellbeing and inclusion role and define outcomes needed -Identify and monitor improvement strategies for students at risk -Re-establish and strengthen the restorative culture of the school-investigate and pursue opportunities to partner with Real Schools -Implement SWPBS across school -Engage families in SWPBS 			
Outcomes	<p>LEADERS will</p> <ul style="list-style-type: none"> -Prioritise resources and professional learning time for SWPBS consistently across the year- Staff workshops -Champion the restorative culture and practices -Demonstrate value based conduct 			

	<ul style="list-style-type: none"> -Support staff to develop their restorative mindset -Access regional support for SWPBS and PL for new coordinator -Champion Values across the community -Leaders will monitor student behaviour data and feedback observations to staff/PLTs -Leaders will model the language and expectations and champion the change -Leaders will <p>TEACHERS will</p> <ul style="list-style-type: none"> -Commit to implementing and modelling high expectations re wellbeing initiatives- SWPBS/REAL Schools -Modify language for consistent conduct and practice -Champion school values -Demonstrate value based conduct -Commit to relational circles based on SWPBS where applicable every morning consistently -Challenge peers and students to practice high standards in SWPBS -Track data on targeted behaviours and apply modifications as per PLT and whole school agreement -Celebrate improved positive behaviours in class/across year levels/whole school -Articulate and use school values consistently <p>STUDENTS will</p> <ul style="list-style-type: none"> -demonstrate value based conduct -demonstrate their understanding of positive behaviour and be able to articulate values linked behaviour -improve inclusive behaviour in the playground and respectful behaviours in the classroom -use the language of SWPBS -articulate and use school values consistently
Success Indicators	<p>AToSS data respect, inclusion Codes of cooperation Classroom displays Assembly presentations by students (not awards) values based student learning evident in planning documents parent opinion survey SIT minutes PLT Minutes</p>

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Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Re-evaluate the Wellbeing and inclusion role and define necessary outcomes -Recruit effective Wellbeing and inclusion coordinator, clarify role and mentor	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	0%
Activity 2	Identify and monitor improvement strategies for students at risk- analyse NCCD data and update with teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
Activity 3	Identify and monitor improvement strategies for students at risk- Prioritise time for learning specialist and W&I coordinator to meet fortnightly enabling communication to PLTs consistently and feedback to SIT monthly	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Implement SWPBS and or Real Schools partnership across school- Develop 'next steps 2023' Gantt for implementation of	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

	values based improvement- RSs and/or SWPBS professional learning workshops across year	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	
Activity 5	Implement SWPBS across school- Develop whole staff agreed model for monitoring, celebrating and evaluating impact of SWPBS at each stage of workshop professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 6	Engage families with values and SWPBS- Communicate school approach to SWPBS to all families and develop strategies to share and mechanism for sharing to home/wider community	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Monitoring and Assessment - 2023

Mid-year monitoring

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.
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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	Implement a rigorous, evidence based Numeracy Intervention program across the school to lift student outcomes Develop whole school understanding of the ACARA Numeracy Learning Progressions (NLP) Develop whole school adoption of identified shared Numeracy language.
Outcomes	LEADERS WILL <ul style="list-style-type: none"> • Prioritise resourcing GRIN training and Numeracy staff workshops through 2023 • Develop and implement coherent annual numeracy plan and communicate to staff • Monitor and lead evaluation of impact on teacher practice and student learning • Model practices and coach staff • Drive understanding and use of Numeracy E4L resources TEACHERS WILL <ul style="list-style-type: none"> • Intervene at evidence-based point of need with improved knowledge and skill • Identify common numeracy misunderstandings with expertise • Prioritise numeracy learning in PLTs • Understand and implement assessment that target the needs of all students with specificity • Teachers are able to demonstrate their understanding of NLP, they consistently refer to and use NLP and planning documents reflect this • Teachers are using instructional model components consistently • Teachers are observing each other's practise and building Numeracy skill and knowledge

	<ul style="list-style-type: none"> Teacher understand the GRIN model and are using these skills effectively to lift student outcomes Teachers are identifying students for intervention on a consistent basis and monitoring progress <p>STUDENTS WILL</p> <ul style="list-style-type: none"> Be more confident to identify the strategies that improve their numeracy learning Consistently use the language Demonstrate that they understand the language Demonstrate they are more confident in Numeracy classes and workshops and can explain how this improves their learning 			
Success Indicators	<p>Learning walk data term 1 and 2- Observation notes and reflections Staff workshops learning intentions and success indicators PLT meeting minutes, term 1,2,3 and 4 Staff feedback data - skills and knowledge evaluation, term 1, term 3 Student RADAR charts, term 1 and 3 Student led conferencing, term 3- parent feedback/numeracy AToSS - learning confidence</p>			
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Activity 2	Embed focused Numeracy language across the school-Create shared language documents and posters	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Embed focused Numeracy language across the school-Create additional math corner videos for families	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	0%
Activity 4	Develop implementation Gannt and staff workshop schedule of Numeracy workshops based on documented Numeracy improvement plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
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KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Re-evaluate the Wellbeing and inclusion role and define outcomes needed -Identify and monitor improvement strategies for students at risk -Re-establish and strengthen the restorative culture of the school-investigate and pursue opportunities to partner with Real Schools -Implement SWPBS across school -Engage families in SWPBS 			
Outcomes	<p>LEADERS will</p> <ul style="list-style-type: none"> -Prioritise resources and professional learning time for SWPBS consistently across the year- Staff workshops -Champion the restorative culture and practices -Demonstrate value based conduct 			

	<ul style="list-style-type: none"> -Support staff to develop their restorative mindset -Access regional support for SWPBS and PL for new coordinator -Champion Values across the community -Leaders will monitor student behaviour data and feedback observations to staff/PLTs -Leaders will model the language and expectations and champion the change -Leaders will <p>TEACHERS will</p> <ul style="list-style-type: none"> -Commit to implementing and modelling high expectations re wellbeing initiatives- SWPBS/REAL Schools -Modify language for consistent conduct and practice -Champion school values -Demonstrate value based conduct -Commit to relational circles based on SWPBS where applicable every morning consistently -Challenge peers and students to practice high standards in SWPBS -Track data on targeted behaviours and apply modifications as per PLT and whole school agreement -Celebrate improved positive behaviours in class/across year levels/whole school -Articulate and use school values consistently <p>STUDENTS will</p> <ul style="list-style-type: none"> -demonstrate value based conduct -demonstrate their understanding of positive behaviour and be able to articulate values linked behaviour -improve inclusive behaviour in the playground and respectful behaviours in the classroom -use the language of SWPBS -articulate and use school values consistently
<p>Success Indicators</p>	<p>AToSS data respect, inclusion Codes of cooperation Classroom displays Assembly presentations by students (not awards) values based student learning evident in planning documents parent opinion survey SIT minutes PLT Minutes</p>

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Activity 6	Engage families with values and SWPBS- Communicate school approach to SWPBS to all families and develop strategies to share and mechanism for sharing to home/wider community	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

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.
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Success Indicators	<p>Learning walk data term 1 and 2- Observation notes and reflections Staff workshops learning intentions and success indicators PLT meeting minutes, term 1,2,3 and 4 Staff feedback data - skills and knowledge evaluation, term 1, term 3 Student RADAR charts, term 1 and 3 Student led conferencing, term 3- parent feedback/numeracy AToSS - learning confidence</p>			
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Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Re-evaluate the Wellbeing and inclusion role and define necessary outcomes -Recruit effective Wellbeing and inclusion coordinator, clarify role and mentor	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	0%
Activity 2	Identify and monitor improvement strategies for students at risk- analyse NCCD data and update with teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
Activity 3	Identify and monitor improvement strategies for students at risk- Prioritise time for learning specialist and W&I coordinator to meet fortnightly enabling communication to PLTs consistently and feedback to SIT monthly	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Implement SWPBS and or Real Schools partnership across school- Develop 'next steps 2023' Gantt for implementation of	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

	values based improvement- RSs and/or SWPBS professional learning workshops across year	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	
Activity 5	Implement SWPBS across school- Develop whole staff agreed model for monitoring, celebrating and evaluating impact of SWPBS at each stage of workshop professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 6	Engage families with values and SWPBS- Communicate school approach to SWPBS to all families and develop strategies to share and mechanism for sharing to home/wider community	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Monitoring and Assessment - 2023

End-of-year monitoring

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	Improve the % of Grade 5 students in the top 2 bands of Numeracy from 29% to 40% and increase the % of students maintaining top 2 bands to above 70%
Has this 12 month target met	Not Met
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	Implement a rigorous, evidence based Numeracy Intervention program across the school to lift student outcomes Develop whole school understanding of the ACARA Numeracy Learning Progressions (NLP) Develop whole school adoption of identified shared Numeracy language.
Outcomes	<p>LEADERS WILL</p> <ul style="list-style-type: none"> • Prioritise resourcing GRIN training and Numeracy staff workshops through 2023 • Develop and implement coherent annual numeracy plan and communicate to staff • Monitor and lead evaluation of impact on teacher practice and student learning • Model practices and coach staff • Drive understanding and use of Numeracy E4L resources <p>TEACHERS WILL</p> <ul style="list-style-type: none"> • Intervene at evidence-based point of need with improved knowledge and skill • Identify common numeracy misunderstandings with expertise • Prioritise numeracy learning in PLTs • Understand and implement assessment that target the needs of all students with specificity • Teachers are able to demonstrate their understanding of NLP, they consistently refer to and use NLP and planning documents reflect this

	<ul style="list-style-type: none"> Teachers are using instructional model components consistently Teachers are observing each other's practise and building Numeracy skill and knowledge Teacher understand the GRIN model and are using these skills effectively to ift student outcomes Teachers are identifying students for intervention on a consistent basis and monitoring progress <p>STUDENTS WILL</p> <ul style="list-style-type: none"> Be more confident to identify the strategies that improve their numeracy learning Consistently use the language Demonstrate that they understand the language Demonstrate they are more confident in Numeracy classes and workshops and can explain how this improves their learning 			
Success Indicators	<p>Learning walk data term 1 and 2- Observation notes and reflections Staff workshops learning intentions and success indicators PLT meeting minutes, term 1,2,3 and 4 Staff feedback data - skills and knowledge evaluation, term 1, term 3 Student RADAR charts, term 1 and 3 Student led conferencing, term 3- parent feedback/numeracy AToSS - learning confidence</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Embed focused Numeracy language across the school-Staff induction workshop	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	0%
Activity 2	Embed focused Numeracy language across the school-Create shared language documents and posters	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Embed focused Numeracy language across the school-Create additional math corner videos for families	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	0%
Activity 4	Develop implementation Gannt and staff workshop schedule of Numeracy workshops based on documented Numeracy improvement plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 5	Implement Numeracy intervention program across school-Resource and facilitate GRIN training for Numeracy leader and all PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 6	Implement Numeracy intervention program across school-Identify GRIN student pilot group	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Assistant Principal	to: Term 4	
Activity 7	Implement Numeracy intervention program across school-Develop and implement Professional learning workshops to enable all staff to implement GRIN in teams	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%
Activity 8	Implement Numeracy intervention program across school-Set up whole school Numeracy intervention program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%
Activity 9	Embed Numeracy Learning Progressions (NLP)-develop workshop series and PLT follow up activities and monitoring	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 10	Embed Numeracy Learning Progressions (NLP)- Embed NLP in team planning documents at all levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 11	Embed Numeracy Learning Progressions (NLP)-Develop and disseminate resources, fluency activities that support NLPs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 12	Implement middle years scaffolded numeracy- Identify pilot grade 5-6 and implement assessment	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 13	Implement middle years scaffolded numeracy-assess the pilot class and moderate with PLT	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 3	0%
Activity 14	Implement middle years scaffolded numeracy-whole staff workshop- outcomes of trial and train all teachers	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 3	0%
Activity 15	Develop Numeracy instructional model- Utilise E4L resources and research evidence based practices to inform research on best model for MPS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 16	Develop Numeracy instructional model- Develop model with staff feedback and implement across school, monitor and evaluate change in practice with modelling, learning walks, coaching	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Re-evaluate the Wellbeing and inclusion role and define outcomes needed -Identify and monitor improvement strategies for students at risk -Re-establish and strengthen the restorative culture of the school-investigate and pursue opportunities to partner with Real Schools -Implement SWPBS across school -Engage families in SWPBS 			
Outcomes	<p>LEADERS will</p> <ul style="list-style-type: none"> -Prioritise resources and professional learning time for SWPBS consistently across the year- Staff workshops -Champion the restorative culture and practices -Demonstrate value based conduct 			

	<ul style="list-style-type: none"> -Support staff to develop their restorative mindset -Access regional support for SWPBS and PL for new coordinator -Champion Values across the community -Leaders will monitor student behaviour data and feedback observations to staff/PLTs -Leaders will model the language and expectations and champion the change -Leaders will <p>TEACHERS will</p> <ul style="list-style-type: none"> -Commit to implementing and modelling high expectations re wellbeing initiatives- SWPBS/REAL Schools -Modify language for consistent conduct and practice -Champion school values -Demonstrate value based conduct -Commit to relational circles based on SWPBS where applicable every morning consistently -Challenge peers and students to practice high standards in SWPBS -Track data on targeted behaviours and apply modifications as per PLT and whole school agreement -Celebrate improved positive behaviours in class/across year levels/whole school -Articulate and use school values consistently <p>STUDENTS will</p> <ul style="list-style-type: none"> -demonstrate value based conduct -demonstrate their understanding of positive behaviour and be able to articulate values linked behaviour -improve inclusive behaviour in the playground and respectful behaviours in the classroom -use the language of SWPBS -articulate and use school values consistently
Success Indicators	<p>AToSS data respect, inclusion Codes of cooperation Classroom displays Assembly presentations by students (not awards) values based student learning evident in planning documents parent opinion survey SIT minutes PLT Minutes</p>

Delivery of the annual actions for this KIS				
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Barriers				
Commentary on progress				
Future planning				
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Monitoring and Self-assessment - 2023

SEIL Feedback