2023 Annual Implementation Plan

for improving student outcomes

Macedon Primary School (1660)

Submitted for review by Matthew Forrest (School Principal) on 15 December, 2022 at 10:40 AM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 07 February, 2023 at 01:58 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	We have had some significant areas of growth a improvement in 2022 and look forward to continuing this in 2023 and beyond.
Considerations for 2023	- We have work to do in refining and formalising our approach to incorporating student voice into our teaching and learning. - We aim to continue to refine our approach to implementing the Numeracy instructional models and improving practice. - We aim to refine the implementation of our synthetic phonics program in the F-2 area of our school, in particular our

	approach to the program for composite classrooms. - We aim to explore the opportunities to provide Literacy Intervention for our 3-6 students through the MacqLit. - We aim to further refine our use of the PLC process to drive improvement in Numeracy and Literacy. - We aim to expand the knowledge base and the effective implementation of evidence base practice in relation to the inclusion of our diverse learners. - We aim to expand the opportunities for students to access proactive and reactive mental health supports in our school.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy and numeracy outcomes for all students
Target 2.1	To increase the percentage of students with above benchmark growth: • Numeracy from 7% (2019) to 25% (2024) • Reading from 19% (2019) to 35% (2024) • Writing from 21% (2019) to 35% (2024)
Target 2.2	To decrease the percentage of students with below benchmark growth: • Numeracy from 25% (2019) to 15% (2024) • Reading from 33% (2019) to 15% (2024) • Writing from 28% (2019) to 15% (2024)

Target 2.3	To increase the percentage of positive response in AtoSS factors: • Effective teaching time from 78% (2019) to 85% (2024) • Differentiated learning challenge from 83% (2019) to 87% (2024)
Key Improvement Strategy 2.a Building practice excellence	Build teacher capabilities and data literacy to improve teaching to meet the needs of all students.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Enhance a culture of high expectations within students, staff, and the community.
Key Improvement Strategy 2.c Instructional and shared leadership	Develop Instructional leadership across the school.
Key Improvement Strategy 2.d Building practice excellence	Implement collaborative structures and processes which build professional learning communities, and consistency of practice across the school.
Goal 3	To improve student engagement in learning.
Target 3.1	To increase the percentage of positive student responses on the AtoSS factors: • Motivation and interest from 71% (2019) to 80% (2024) • Stimulated learning from 66% (2019) to 80% (2024)
Target 3.2	To increase the percentage of positive responses on the Parent Opinion Survey factors:

	• Stimulated learning from 71% (2019) to 80% (2024) • Parent participation and involvement from 77% (2020) to 85% (2024)
Target 3.3	To increase the percentage of positive responses on the Staff Opinion Survey factor: • Academic emphasis from 76% (2019) to 82% (2024)
Key Improvement Strategy 3.a Empowering students and building school pride	Improve feedback to students from teachers with a focus on teaching and learning.
Key Improvement Strategy 3.b Building practice excellence	Increase teacher capacity to improve student engagement in learning
Key Improvement Strategy 3.c Parents and carers as partners	Build parent partnerships to improve student engagement.
Goal 4	To improve student voice and agency
Target 4.1	To increase the percentage of positive student responses on the AtoSS factors: • Self-regulation and goal setting from 81% (2019) to 85% (2024) • Student voice and agency from 57% (2019) to 70% (2024)

Target 4.2	To increase the percentage of positive responses on the Parent Opinion Survey factors: • Student agency and voice from 72% (2019) to 80% (2024)
Target 4.3	To increase the percentage of positive responses on the Staff Opinion Survey factor: • Teachers use student feedback to improve teaching practice from 92% (2019) to 95% (2024) • Promote student ownership of learning goals from 85% (2019) to 90% (2024)
Key Improvement Strategy 4.a Vision, values and culture	Develop a school-wide understanding and model to improve student voice and agency.
Key Improvement Strategy 4.b Empowering students and building school pride	Empower students to have an increased influence on their learning.
Key Improvement Strategy 4.c Building practice excellence	Build staff capacity in student voice and agency through professional learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Numeracy from 7% (2019) to 16% (2023)Reading from 19% (2019) to 27% (2023)Writing from 21% (2019) to 28% (2023)Wellbeing - AtoSS TargetsIncrease % of student responding positively to life satisfaction from 70% (2022) to 75% (2023)Decrease the numbers of negative responses in resilience from 30% (2022) to 25% (2023)
To improve literacy and numeracy outcomes for all students	No	To increase the percentage of students with above benchmark growth: • Numeracy from 7% (2019) to 25% (2024) • Reading from 19% (2019) to 35% (2024) • Writing from 21% (2019) to 35% (2024)	
		To decrease the percentage of students with below benchmark growth: • Numeracy from 25% (2019) to 15% (2024) • Reading from 33% (2019) to 15% (2024) • Writing from 28% (2019) to 15% (2024)	
		To increase the percentage of positive response in AtoSS factors: • Effective teaching time from 78% (2019) to 85% (2024) • Differentiated learning challenge from 83% (2019) to 87% (2024)	

To improve student engagement in learning.	No	To increase the percentage of positive student responses on the AtoSS factors: • Motivation and interest from 71% (2019) to 80% (2024) • Stimulated learning from 66% (2019) to 80% (2024)	
		To increase the percentage of positive responses on the Parent Opinion Survey factors: • Stimulated learning from 71% (2019) to 80% (2024) • Parent participation and involvement from 77% (2020) to 85% (2024)	
		To increase the percentage of positive responses on the Staff Opinion Survey factor: • Academic emphasis from 76% (2019) to 82% (2024)	
To improve student voice and agency	Yes	To increase the percentage of positive student responses on the AtoSS factors: • Self-regulation and goal setting from 81% (2019) to 85% (2024) • Student voice and agency from 57% (2019) to 70% (2024)	Self-regulation and goal setting maintain at 86% (2012-2023)Student voice and agency from 56% (2022) to 63% (2023)
		To increase the percentage of positive responses on the Parent Opinion Survey factors: • Student agency and voice from 72% (2019) to 80% (2024)	Student agency and voice from 71% (2021) to 76% (2023)
		To increase the percentage of positive responses on the Staff Opinion Survey factor: • Teachers use student feedback to improve teaching practice from 92% (2019) to 95% (2024) • Promote student ownership of learning goals from 85% (2019) to 90% (2024)	Teachers use student feedback to improve teaching practice from 77% (2022) to 86% (2023)Promote student ownership of learning goals from 77% (2022) to 84% (2023)

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	Numeracy from 7% (2019) to 16% (2023) Reading from 19% (2019) to 27% (2023) Writing from 21% (2019) to 28% (2023) Wellbeing - AtoSS Targets Increase % of student responding positively to life satisfaction from 70% (2022) to 75% (2023) Decrease the numbers of negative responses in resilience from 30% (2022) to 25% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 4	**To improve student voice and agency**	
12 Month Target 4.1	Self-regulation and goal setting maintain at 86% (2012-2023) Student voice and agency from 56% (2022) to 63% (2023)	

12 Month Target 4.2	Student agency and voice from 71% (2021) to 76% (2023)	
12 Month Target 4.3	Teachers use student feedback to improve teaching practice from 77% (2022) to 86% (2023) Promote student ownership of learning goals from 77% (2022) to 84% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Vision, values and culture	Develop a school-wide understanding and model to improve student voice and agency.	Yes
KIS 4.b Empowering students and building school pride	Empower students to have an increased influence on their learning.	Yes
KIS 4.c Building practice excellence	Build staff capacity in student voice and agency through professional learning	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 student Attitudes to School Data suggests that this needs to be a focus for improvement in 2023 and beyond. This is set as a priority in our SSP. - There has been a decline in Stimulated Learning and Motivation and Interest in the ATSS, this suggests a need to focus on student voice and agency.	

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	Numeracy from 7% (2019) to 16% (2023) Reading from 19% (2019) to 27% (2023) Writing from 21% (2019) to 28% (2023) Wellbeing - AtoSS Targets Increase % of student responding positively to life satisfaction from 70% (2022) to 75% (2023) Decrease the numbers of negative responses in resilience from 30% (2022) to 25% (2023)
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	- Develop Numeracy leadership and teaching skills across the school to improve student outcomes. - Develop Literacy leadership and teaching skills across the school to improve student outcomes.
Outcomes	Students - Improved learning growth for numeracy across the school Students to be able to articulate the instructional model Teachers - Improved understanding of the MPS Mathematics Instructional model. Improved data literacy skills Improved goal setting skills Improved understanding of teaching mathematics concepts Leaders - PL Plan to allocate time

Success Indicators	- Minutes from School Improvement team indicating preparation for professional learning leadership. - Minutes from PLC meetings with scaffolded inquiries including reference to the HITS. - Learning Specialist - Participating in the teacher excellence program - Victorian Teaching Academy - Professional learning plan has evidence of regular (twice a term) writing moderation sessions. - Targeted Mathematics homework program from F-4 documented. - Documented approach to teaching InitialLit synthetic phonics program in F-2 - Documented approach to reading support in 3-6 using MaquLit

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Allocating time in the Professional Learning Plan (PLC) for Numeracy Professional Learning	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Work collaboratively with the School Improvement Team to research, plan and deliver further professional learning on the Macedon PS Mathematics Instructional Model.	☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
- Implement PLC Scaffolded Inquiries focusing on improving student outcomes in Numeracy and English.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Re-establish a regular writing moderation schedule to support teachers to plan for a assess writing.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Implement a targeted Mathematics homework program from F-4	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Conduct regular learning walks with a focus on improving teaching practice based around strategic priorities.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Embed the High Impact Teaching Strategies, into the PLC Scaffolded Inquiry process.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Refine, document and implement our approach to the synthetic phonics program in the F-2 area of our school, in particular our approach to the program for composite classrooms.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Develop an approach to provide Literacy Intervention for our 3-6 students through an evidence based program.	☑ Education Support ☑ Principal ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 2		$8,912.40 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

- Develop staff understanding of inclusive practice leading to consistent planning processes to incorporate reasonable adjustments.	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Embedding wellbeing practices and structures to support inclusion and student wellbeing across the school.
Outcomes	Students - - Students to be able to articulate strategies to support their social and emotional regulation - Students accessing proactive physical and mental health supports. Teachers - - Supporting students by proactively teaching the skills required to make and maintain strong friendships. - Supporting students by teaching strategies to support students social and emotion well-being. Leaders - - Allocate time in the professional learning plan for staff to learning and discuss the support of student social and emotional needs. - strategic resourcing
Success Indicators	- Evidence of a student well-being data wall with time in the professional learning plan to discuss students. - Evidence of time allocated to social and emotional learning programs in the professional learning plan. - Documented approach to documenting student well-being reporting.

	- Documented evidence of SMART goals PD for staff professional learning. - Documented "Strong Foundations" student start up program for the beginning of 2023.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
- Establish a student virtual well-being data wall to track students check-in resource data, including dedicated time in staff learning to discuss supporting Tier 2 and 3 students.	☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
- Strengthen the Social and Emotion Learning curriculum (Kimochis, Friendology and RRRR) through staff PD and improved home links.	☑ Leadership Team ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	

- Develop a process for utilising the Macedon Learning Management System (XUNO) to track student well-being trends, including incident Antecedent Behaviour Consequence (ABC) reporting.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Refine, document and implement the Student Support (SSG) group meetings and Individual Education Plan (IEP)processed and improve our collective understanding of Specific Measurable Achievable Relevant Time bound (SMART) goals.	☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 4	$15,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Create a "strong foundations" program for term one including the inclusive systems and processes created in 2022, school values and student voice.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Further PL on Kimochis/friendology to revise concepts for existing staff and induct new and returning staff.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
- Expand the opportunities for students to access proactive and reactive mental health supports in our school including the counsellor in school.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
- Expand the knowledge base and the effective implementation of evidence base practice in relation to the inclusion of our diverse learners.	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Expand the opportunities for us to support our parents with mental health literacy and parenting support.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
- Maintain and grow the Inclusion Leader and educational support team to support and grow the tier two program including,1:1 and small group supports such as MiniLit, Macqlit and SPAIDES.	☑ Allied Health ☑ Education Support	☐ PLP Priority	from: Term 1	$80,000.00

	☑ Principal		to: Term 4	☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Further refine the Macedon PS inclusive whole school systems and processes.	☑ Wellbeing Team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Create and staff a teaching staff well being and role.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	To improve student voice and agency
12 Month Target 4.1	Self-regulation and goal setting maintain at 86% (2012-2023) Student voice and agency from 56% (2022) to 63% (2023)
12 Month Target 4.2	Student agency and voice from 71% (2021) to 76% (2023)
12 Month Target 4.3	Teachers use student feedback to improve teaching practice from 77% (2022) to 86% (2023) Promote student ownership of learning goals from 77% (2022) to 84% (2023)
KIS 4.a Vision, values and culture	Develop a school-wide understanding and model to improve student voice and agency.
Actions	- Define and record co-constructed and agreed definition of student voice for Macedon Primary School. - Create and display an co-constructed and agreed Macedon Primary School Pedagogical Model that enhances student voice.
Outcomes	Students - - Engage in the process of developing our definition of student voice. Teachers - - Actively engaging students in the process of developing a definition of students voice. - Clearly articulating the Macedon PS definition of student voice. Leaders - - Allocate time in the professional learning plan for staff to learning for defining student voice.
Success Indicators	- Documented definition of student voice for Macedon Primary School. - Documented and displayed Macedon Primary School Pedagogical Model that enhances student voice.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Define and record co-constructed and agreed definition of student voice for Macedon Primary School.	☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Create and display an co-constructed and agreed Macedon Primary School Pedagogical Model that enhances student voice.	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.b Empowering students and building school pride	Empower students to have an increased influence on their learning.			

Actions	- Create a set of norms to support classroom teachers to amplify student voice.
Outcomes	Students - - Engage in the process of developing our classroom norms, including how they can enact their student voice. Teachers - - Actively engaging students in the process of developing classrooms norms that include how students can enact their student voice. - Clearly articulating the Macedon PS definition of student voice. Leaders - - Allocate time in the professional learning plan for staff to learning for defining student voice.
Success Indicators	- Documented set norms to support classroom teachers to amplify student voice. - Evidence of student learning expo where families are invited to share their students learning.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Create a set of norms to support classroom teachers to amplify student voice.	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Create opportunities for students to exhibit their learning to an authentic audience.	☑ Leadership Team	☐ PLP Priority	from: Term 2	$0.00

			to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Develop and document an agreed approach to incorporating student voice that supports the term planning processed.	☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$8,912.40	$8,912.40	$0.00
Disability Inclusion Tier 2 Funding	$105,034.59	$105,034.59	$0.00
Schools Mental Health Fund and Menu	$37,527.10	$37,527.10	$0.00
Total	$151,474.09	$151,474.09	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Develop an approach to provide Literacy Intervention for our 3-6 students through an evidence based program.	$8,912.40
- Establish a student virtual well-being data wall to track students check-in resource data, including dedicated time in staff learning to discuss supporting Tier 2 and 3 students.	$10,000.00
- Strengthen the Social and Emotion Learning curriculum (Kimochis, Friendology and RRRR) through staff PD and improved home links.	$10,000.00
- Refine, document and implement the Student Support (SSG) group meetings and Individual Education Plan (IEP)processed and improve our collective understanding of Specific Measurable Achievable Relevant Time bound (SMART) goals.	$15,000.00

- Further PL on Kimochis/friendology to revise concepts for existing staff and induct new and returning staff.	$2,000.00
- Expand the opportunities for students to access proactive and reactive mental health supports in our school including the counsellor in school.	$5,000.00
- Expand the knowledge base and the effective implementation of evidence base practice in relation to the inclusion of our diverse learners.	$10,000.00
- Expand the opportunities for us to support our parents with mental health literacy and parenting support.	$5,000.00
- Maintain and grow the Inclusion Leader and educational support team to support and grow the tier two program including,1:1 and small group supports such as MiniLit, Macqlit and SPAIDES.	$80,000.00
- Create and staff a teaching staff well being and role.	$20,000.00
Totals	$165,912.40

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
- Develop an approach to provide Literacy Intervention for our 3-6 students through an evidence based program.	from: Term 1 to: Term 2	$8,912.40	☑ School-based staffing
Totals		$8,912.40	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
- Establish a student virtual well-being data wall to track students check-in resource data, including dedicated time in staff learning to discuss supporting Tier 2 and 3 students.	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff •
- Refine, document and implement the Student Support (SSG) group meetings and Individual Education Plan (IEP)processed and improve our collective understanding of Specific Measurable Achievable Relevant Time bound (SMART) goals.	from: Term 2 to: Term 4	$10,000.00	☑ Professional learning for school-based staff • Teachers ☑ Teaching and learning programs and resources • ☑ CRT • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
- Expand the knowledge base and the effective implementation of evidence base practice in relation to the inclusion of our diverse learners.	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties

			•
			☑ Teaching and learning programs and resources
			•
			☑ Other workforces to support students with disability
			•
- Maintain and grow the Inclusion Leader and educational support team to support and grow the tier two program including,1:1 and small group supports such as MiniLit, Macqlit and SPAIDES.	from: Term 1 to: Term 4	$75,034.59	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Other workforces to support students with disability • ☑ Teaching and learning programs and resources •
Totals		$105,034.59	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
- Strengthen the Social and Emotion Learning curriculum (Kimochis, Friendology and RRRR) through staff PD and improved home links.	from: Term 1 to: Term 4	$5,527.10	☑ UR Strong Workshops

- Further PL on Kimochis/friendology to revise concepts for existing staff and induct new and returning staff.	from: Term 1 to: Term 4	$2,000.00	☑ UR Strong Workshops
- Expand the opportunities for students to access proactive and reactive mental health supports in our school including the counsellor in school.	from: Term 1 to: Term 4	$5,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
- Expand the opportunities for us to support our parents with mental health literacy and parenting support.	from: Term 1 to: Term 4	$5,000.00	☑ Employ allied health professional to provide Tier 1 tailored support for students
- Create and staff a teaching staff well being and role.	from: Term 1 to: Term 4	$20,000.00	☑ Employ staff to support Tier 1 activities
Totals		$37,527.10	

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
- Allocating time in the Professional Learning Plan (PLC) for Numeracy Professional Learning	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
- Work collaboratively with the School Improvement Team to research, plan and deliver further professional learning on the Macedon PS Mathematics Instructional Model.	☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Numeracy leader	☑ On-site
- Define and record co-constructed and agreed definition of student voice for Macedon Primary School.	☑ Leadership Team ☑ Principal	from: Term 2 to: Term 3	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Quaglia Institute	☑ On-site