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	STUDENT LEARNING By 2023 increase the percentage in the top two NAPLAN bands at Years 3 and 5 in numeracy. Year 3: Numeracy from 50% (2019) to 55% (2023) Year 5: Numeracy from 45% (2019) to 50% (2023) By 2023 increase the percentage in the top two NAPLAN bands at Years 3 and 5 in writing. Year 3: Writing from 50% (2019) to 63% (2023) Year 5: Writing from 20% (2019) to 25% (2023) By 2023 increase the percentage of Year 5 students achieving at and above benchmark growth on NAPLAN writing. Year 5: Writing from 71% (2019) to 85% (2023) By 2023 increase the percentage of students F-6 above expected Victorian Curriculum levels using teacher judgements: Writing 30% (2019) to 40% (2023) STUDENT WELLBEING Teacher concern: from 64% (2021-2022) to 80% Sense of connectedness: from 71% (2021-2022) to 85% Respect of diversity: from 72.5% (2021-2022) to 80% Managing bullying: from 68.5% (2022) to 80% Effective classroom behaviour: maintain 85% for 2023
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Parkmore Primary School has had a successful year in 2022 with a focus on Numeracy, achieving targets for the 2022 AIP. If the school now moves towards documenting the pedagogical approaches that have been adopted in mathematics, including the 'Student Centred Structured Inquiry' (Peter Sullivan Model), teachers will be able to review and embed the approaches into the practice, ensuring a coherent and consistent practice through the school that will in turn result in improved student results. Mathematics and Numeracy: - Building on the gains from 2022 in instruction and pedagogy, begin the documentation of the 'Parkmore Primary School Mathematics Approach'. Writing: - Embedding and connecting writing instruction and pedagogy in the Parkmore Primary School reading approach.
Outcomes	Leaders will: • Provide professional learning for staff to build their understanding and capacity to teach using the Parkmore Primary School Numeracy Approach • Work with teachers to develop their capacity to assess, differentiate and provide feedback to students in Numeracy and Writing • Provide opportunities for other teachers to observe their teaching practice • Provide regular feedback to teachers through Learning Walks, the PDP process, and observation Teachers will: • Use the Parkmore Primary School Numeracy Approach to plan and deliver lessons

	• Work with leaders to develop their capacity to improve their pedagogical practice in Writing • Collect and analyse student achievement data to identify and target areas for growth • Use this data collectively to plan for future learning through Professional Learning Communities and collaborative planning • Work with Regional staff to develop collegiate planning processes • Engage with professional learning and collaborative opportunities Students will be able to: • Explain their mathematical reasoning and problem solving strategies • Be able to act on feedback to improve their mathematical learning • Increase their ability to develop and select appropriate strategies when faced with a mathematical challenge • Articulate their understanding of their mathematics and writing learning, and their independent learning skills through the '5 Questions' of Learning Walks • Be able to act on feedback and mentor text exemplars to improve their writing • Develop their resilience when faced with 'productive struggle'
Success Indicators	Success Indicators of Leadership outcomes: • SIT meeting minutes • Lesson plans and observation notes • Notes from learning walks Success Indicators of Teacher outcomes: • Term plans, lesson plans • Notes from planning sessions and PLC meeting minutes • Notes from learning walks and observations Success Indicators of Student outcomes: • Leader notes from conversations with students during learning walks

Activities and Milestones	Who	Is this a PL Priority	When	Budget

- the two main pedagogical approaches utilised in the school, 'Student-Centred Structured Inquiry' (Peter Sullivan model) and the Parkmore Primary School Instructional Model
    - templates for collective planning
    - Peter Sullivan's '10 inclusive strategies'
    - assessment
    - school resources
	☑ Learning Specialist(s)
	☑ PLC Leaders
	☑ Principal
	☑ Teacher(s)
		☑ 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

- Continue to work with DET regional staff, including PLC and EIL workforces, to embed the approach particularly in collective planning, assessment and evaluating the impact of pedagogical improvement on student outcomes	☑ Learning Specialist(s) ☑ PLC Leaders ☑ 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
Professional learning to explore and develop pedagogy in writing referencing DET resources (e.g., Literacy Toolkit, English Learning Sequences)	☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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 and document the 'Literacy' approach from incorporating reading and writing	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ 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 assessment practices in writing to develop a consistent approach (e.g., summative / informative assessments)	☑ Learning Specialist(s) ☑ PLC Leaders ☑ 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

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Maintain Wellbeing Team - comprised of Principal, Wellbeing Leaders, ES rep, Chaplain - Wellbeing Team to lead professional learning and professional discussions around student wellbeing and mental health in whole staff PL Community connections (kindergarten visits, Strathdon, local Indigenous organisations including Mullum Mullum Indigenous Gathering Place) - Wellbeing team to draft a framework Parkmore Primary School Wellbeing Approach document
Outcomes	Leaders will: • The Parkmore Primary School Wellbeing Team to embed a cohesive, coherent and effective school-wide wellbeing and intervention approach that considers the diverse needs of all students and is based on the response to intervention pyramid • Further develop and articulate the school's approach to tiered wellbeing supports in a Parkmore Primary School Wellbeing Approach document • Invite the community to provide feedback Teachers will: • Develop their knowledge and capacity to support students through engaging with professional learning • Re-establish community connections through providing opportunities to connect with local community groups • Connect socially vulnerable students with a wider community sphere Students will: • Articulate how they are connected to the wider Parkmore Primary School community • Participate in building inter-generational relationships • Demonstrate resilience skills • Articulate their understanding of how their voice and agency impacts the learning, leadership, and school community • Demonstrate improved ability to articulate their experiences and emotions in a positive manner

	Demonstrate leadership skills within the school and the wider community • Demonstrate voice and agency within the classroom context (e.g. leading learning experiences, organising activities etc.)
Success Indicators	• Draft Parkmore Primary School Wellbeing Approach document • Parkmore Primary School Wellbeing Team minutes, actions and outcomes • Student Representative Council minutes and actions • PLC data sources, including exit tickets, student surveys, meeting notes

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attendance - formulate activity in relation to DET resources and focus for next year Document process for attendance concerns	☑ Education Support ☑ Learning Specialist(s) ☑ Principal	☐ 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
Wellbeing Team as part of the 'rotational SIT' system - locked in once per month	☑ Principal ☑ Student Wellbeing Co-ordinator ☑ 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
Wellbeing team to reconnect with local community organisations to facilitate opportunities for students - Strathdon - Kindergartens - Mullum Mullum - Blackburn Lake	☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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
Wellbeing team to draft the Parkmore Primary School Wellbeing Approach document	☑ 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