

2022 Annual Implementation Plan

for improving student outcomes

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 18 November, 2021 at 01:53 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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 worked hard on implementing the goals in the 2021 AIP regardless of remote learning. In Term 3 we had our School Review resulting in a new Strategic Plan. We have a clear vision on where we are heading for the next 4 years building upon what has been established but ensuring that newer teachers who began at our school in the last 2 years are provided with the necessary professional learning and leadership support to implement already established programs into their classrooms successfully. We have maintained consistency in a majority of areas. The main learning this year has
---------------------------------------	---

	<p>continued to be around the PLC program while working remotely and the implementation of well being programs online and at school.</p>
<p>Considerations for 2022</p>	<p>Due to remote learning in 2020 in 2021 our school will need to focus on consolidation and embedding school processes and procedures already in place including the implementation of the school's instructional models in English and Mathematics; and wellbeing programs that are seen as a priority.</p> <p>Our intent is to implement DET's 2022 priority goal but ensure that our own priorities in our new strategic plan are incorporated as part of the actions. As part of the DET wellbeing focus our school will strengthen the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing. In student learning our focus will be to improve student learning outcomes in Literacy and Numeracy. To improve student engagement our school will be implementing an Inquiry learning approach to promote student agency in learning including enabling authentic student agency to provide opportunities for student to collaborate and make decisions around their learning.</p> <p>In 2022 we will be continuing the implementation of the Professional Learning Communities (PLC) Program with a focus on improving teacher practice. We will use the PLC matrix to identify areas that require strengthening. There will be a focus on building teacher capacity to differentiate teaching to ensure challenge and progress for every student. This will include participation in peer observations (live and video) and the provision of explicit feedback on Instructional practices. Teachers' capability to utilise a range of assessment strategies to teach to students' point of need will also be a focus.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Literacy and Numeracy
Target 2.1	To increase the percentage of students in grade 3 in the top 2 Naplan bands in: <ul style="list-style-type: none"> • Reading from 66 per cent (benchmark set as a mean over 2017-21) to 69 per cent • Writing from 57 per cent (benchmark set as a mean over 2017-21) to 61 per cent • Numeracy from 44 per cent (benchmark set as a mean over 2017-21) to 47 per cent.
Target 2.2	To increase the percentage of students in grade 5 in the top 2 Naplan bands in: <ul style="list-style-type: none"> • Reading from 47 per cent (benchmark set as a mean over 2017-21) to 50 per cent • Writing from 18 per cent (benchmark set as a mean over 2017-21) to 21 per cent

	<ul style="list-style-type: none"> Numeracy from 31 per cent (benchmark set as a mean over 2017-21) to 33 per cent.
Target 2.3	<p>To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in:</p> <ul style="list-style-type: none"> Reading from 56 per cent (benchmark set as a mean over 2017-20) to 59 per cent Writing from 29 per cent (benchmark set as a mean over 2017-20) to 32 per cent Number from 41 per cent (benchmark set as a mean over 2017-20) to 44 per cent.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher and team capability to utilise a range of assessment strategies to teach to students point of need.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on Instructional practices.
Goal 3	To improve student engagement in learning.
Target 3.1	<p>Reduce the percentage of students scoring below Naplan benchmark growth in:</p> <ul style="list-style-type: none"> Reading from 21 per cent (benchmark set as a mean over 2017-21) to 18 per cent Writing from 24 per cent (benchmark set as a mean over 2017-21) to 20 per cent Numeracy from 18 per cent (benchmark set as a mean over 2017-21) to 15 per cent.

Target 3.2	<p>Increase the percentage of students scoring above Naplan benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 25 per cent (benchmark set as a mean over 2017-21) to 26 per cent • Writing from 20 per cent (benchmark set as a mean over 2017-21) to 23 per cent • Numeracy from 20 per cent (benchmark set as a mean over 2017-21) to 25 per cent.
Target 3.3	<p>To increase the percentage of positive responses on the AtoS for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 59 per cent (benchmark set as a mean over 2017-20) to 66 per cent • Self Regulation and Goal Setting from 82 per cent (benchmark set as a mean over 2017-20) to 87 per cent • Connectedness to School from 73 per cent (benchmark set as a mean over 2017-20) to 78 per cent • Student Motivation from 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent • Sense of Confidence 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Implement an inquiry learning approach to increase student agency in their learning
Key Improvement Strategy 3.b Empowering students and building school pride	Enable authentic student agency to provide opportunities for student collaboration and decisions making in their learning.
Goal 4	To improve student resilience and wellbeing within an inclusive learning environment.
Target 4.1	<p>To increase the percentage of positive responses in the AtoS survey for the factors:</p> <ul style="list-style-type: none"> • Advocate at school from 82 per cent (benchmark set as a mean over 2017-20) to 88 per cent

	<ul style="list-style-type: none"> • Connectedness at school from 73 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Resilience from 77 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Sense of inclusion from 82 per cent (benchmark set as a mean over 2017-19) to 89 per cent • Respect for Diversity from 75 per cent (benchmark set as a mean over 2017-19) to 77 per cent.
Target 4.2	<p>To improve the percentage of positive responses on the Parent Opinion Survey for the factor:</p> <ul style="list-style-type: none"> • Parent satisfaction to maintain or increase above 86 per cent (benchmark set as a mean over 2017-20).
Target 4.3	<p>To improve the percentage of positive responses on the Staff Survey module:</p> <ul style="list-style-type: none"> • School Staff Safety and Wellbeing from 52 per cent in 2016 to 66 per cent.
Key Improvement Strategy 4.a Health and wellbeing	Strengthen the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing.
Key Improvement Strategy 4.b Health and wellbeing	Strengthen access to supports and interventions for students and families.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning:</p> <p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.</p> <p>Improvement in PAT Maths and Essential Assessment data</p> <p>To increase the percentage of positive responses on the AtoSS for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency • Self Regulation and Goal Setting • Connectedness to School • Student Motivation • Sense of Confidence <p>from the benchmark set.</p> <p>Improvement in PAT Reading and Mathematics data for students</p> <p>Improvement in MacLit and Multilit data; and Phonics screener</p> <p>Self assessment against the PLC maturity</p>

			<p>matrix</p> <p>Wellbeing:</p> <p>To increase the percentage of positive responses in the AToSS for the factors:</p> <ul style="list-style-type: none"> • Advocate at school • Connectedness at school • Resilience • Sense of inclusion • Respect for Diversity <p>from the benchmarks set</p> <p>To improve/maintain the percentage of positive responses on the Parent Opinion Survey for the factor at or above 86%</p> <ul style="list-style-type: none"> • Parent satisfaction <p>To improve the percentage of positive responses on the Staff Survey module:</p> <ul style="list-style-type: none"> • School Staff Safety and Wellbeing from 52 % <p>Google forms developed by the school to ascertain feedback</p> <p>Student focus groups to gain feedback and for next steps</p>
--	--	--	--

To improve student learning outcomes in Literacy and Numeracy	Yes	<p>To increase the percentage of students in grade 3 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 66 per cent (benchmark set as a mean over 2017-21) to 69 per cent • Writing from 57 per cent (benchmark set as a mean over 2017-21) to 61 per cent • Numeracy from 44 per cent (benchmark set as a mean over 2017-21) to 47 per cent. 	<p>To increase the percentage of students in Grade 3 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 66 % • Writing from 57 % • Numeracy from 44 % <p>PLC matrix for PLC teams implementation at the beginning and end of year to show strengths and improvement.</p>
		<p>To increase the percentage of students in grade 5 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 47 per cent (benchmark set as a mean over 2017-21) to 50 per cent • Writing from 18 per cent (benchmark set as a mean over 2017-21) to 21 per cent • Numeracy from 31 per cent (benchmark set as a mean over 2017-21) to 33 per cent. 	<p>To increase the percentage of students in Grade 5 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 47 % • Writing from 18 % • Numeracy from 31 %
		<p>To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in:</p> <ul style="list-style-type: none"> • Reading from 56 per cent (benchmark set as a mean over 2017-20) to 59 per cent • Writing from 29 per cent (benchmark set as a mean over 2017-20) to 32 per cent 	<p>To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in:</p> <ul style="list-style-type: none"> • Reading from 56 % • Writing from 29 % • Number from 41 %

		<ul style="list-style-type: none"> • Number from 41 per cent (benchmark set as a mean over 2017-20) to 44 per cent. 	
To improve student engagement in learning.	Yes	<p>Reduce the percentage of students scoring below Naplan benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 21 per cent (benchmark set as a mean over 2017-21) to 18 per cent • Writing from 24 per cent (benchmark set as a mean over 2017-21) to 20 per cent • Numeracy from 18 per cent (benchmark set as a mean over 2017-21) to 15 per cent. 	<p>Reduce the percentage of students scoring below Naplan benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 21 % • Writing from 24 % • Numeracy from 18 %
		<p>Increase the percentage of students scoring above Naplan benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 25 per cent (benchmark set as a mean over 2017-21) to 26 per cent • Writing from 20 per cent (benchmark set as a mean over 2017-21) to 23 per cent • Numeracy from 20 per cent (benchmark set as a mean over 2017-21) to 25 per cent. 	<p>Increase the percentage of students scoring above Naplan benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 25 % • Writing from 20 % • Numeracy from 20 %
		<p>To increase the percentage of positive responses on the AtoS for the factors:</p>	<p>To increase the percentage of positive responses on the AtoSS for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 59 %

		<ul style="list-style-type: none"> • Student Voice and Agency from 59 per cent (benchmark set as a mean over 2017-20) to 66 per cent • Self Regulation and Goal Setting from 82 per cent (benchmark set as a mean over 2017-20) to 87 per cent • Connectedness to School from 73 per cent (benchmark set as a mean over 2017-20) to 78 per cent • Student Motivation from 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent • Sense of Confidence 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent. 	<ul style="list-style-type: none"> • Self Regulation and Goal Setting from 82 % • Connectedness to School from 73 % • Student Motivation from 74 % • Sense of Confidence 74 %
<p>To improve student resilience and wellbeing within an inclusive learning environment.</p>	<p>No</p>	<p>To increase the percentage of positive responses in the AtoS survey for the factors:</p> <ul style="list-style-type: none"> • Advocate at school from 82 per cent (benchmark set as a mean over 2017-20) to 88 per cent • Connectedness at school from 73 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Resilience from 77 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Sense of inclusion from 82 per cent (benchmark set as a mean over 2017-19) to 89 per cent • Respect for Diversity from 75 per cent (benchmark set as a mean over 2017-19) to 77 per cent. 	

		<p>To improve the percentage of positive responses on the Parent Opinion Survey for the factor:</p> <ul style="list-style-type: none"> • Parent satisfaction to maintain or increase above 86 per cent (benchmark set as a mean over 2017-20). 	
		<p>To improve the percentage of positive responses on the Staff Survey module:</p> <ul style="list-style-type: none"> • School Staff Safety and Wellbeing from 52 per cent in 2016 to 66 per cent. 	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Learning:</p> <p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.</p> <p>Improvement in PAT Maths and Essential Assessment data</p> <p>To increase the percentage of positive responses on the AtoSS for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency

- Self Regulation and Goal Setting
- Connectedness to School
- Student Motivation
- Sense of Confidence

from the benchmark set.

Improvement in PAT Reading and Mathematics data for students

Improvement in MacLit and Multilit data; and Phonics screener

Self assessment against the PLC maturity matrix

Wellbeing:

To increase the percentage of positive responses in the AToSS for the factors:

- Advocate at school
- Connectedness at school
- Resilience
- Sense of inclusion
- Respect for Diversity

from the benchmarks set

To improve/maintain the percentage of positive responses on the Parent Opinion Survey for the factor at or above 86%

- Parent satisfaction

To improve the percentage of positive responses on the Staff Survey module:

- School Staff Safety and Wellbeing from 52 %

Google forms developed by the school to ascertain feedback

Student focus groups to gain feedback and for next steps

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	
Goal 2	To improve student learning outcomes in Literacy and Numeracy	
12 Month Target 2.1	<p>To increase the percentage of students in Grade 3 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 66 % • Writing from 57 % • Numeracy from 44 % <p>PLC matrix for PLC teams implementation at the beginning and end of year to show strengths and improvement.</p>	
12 Month Target 2.2	<p>To increase the percentage of students in Grade 5 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 47 % • Writing from 18 % • Numeracy from 31 % 	
12 Month Target 2.3	To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in:	

	<ul style="list-style-type: none"> • Reading from 56 % • Writing from 29 % • Number from 41 % 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.	Yes
KIS 2 Curriculum planning and assessment	Build teacher and team capability to utilise a range of assessment strategies to teach to students point of need.	Yes
KIS 3 Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on Instructional practices.	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.	Analysis of the school Naplan and school based teacher judgement data identified a decrease in the percentage of students in the top 2 bands and above age expected level. A need to build teacher capacity to assess, evaluate, plan and implement an effective differentiated curriculum to improve student outcomes was identified.	
Goal 3	To improve student engagement in learning.	
12 Month Target 3.1	Reduce the percentage of students scoring below Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 21 % • Writing from 24 % • Numeracy from 18 % 	
12 Month Target 3.2	Increase the percentage of students scoring above Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 25 % • Writing from 20 % 	

	<ul style="list-style-type: none"> Numeracy from 20 % 	
12 Month Target 3.3	<p>To increase the percentage of positive responses on the AtoSS for the factors:</p> <ul style="list-style-type: none"> Student Voice and Agency from 59 % Self Regulation and Goal Setting from 82 % Connectedness to School from 73 % Student Motivation from 74 % Sense of Confidence 74 % 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Implement an inquiry learning approach to increase student agency in their learning	Yes
KIS 2 Empowering students and building school pride	Enable authentic student agency to provide opportunities for student collaboration and decisions making in their 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.	Analysis of the schools Naplan data identified a decrease in high benchmark growth and an increase in low benchmark growth. The panel agreed that increasing student agency would lead to improved student outcomes. The Panel established that the development and implementation of an inquiry based approach to teaching and learning would improve student engagement, increase high benchmark growth, decrease low benchmark growth and build learner characteristics.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Learning:</p> <p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.</p> <p>Improvement in PAT Maths and Essential Assessment data</p> <p>To increase the percentage of positive responses on the AtoSS for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency • Self Regulation and Goal Setting • Connectedness to School • Student Motivation • Sense of Confidence <p>from the benchmark set.</p> <p>Improvement in PAT Reading and Mathematics data for students</p> <p>Improvement in MacLit and Multilit data; and Phonics screener</p> <p>Self assessment against the PLC maturity matrix</p> <p>Wellbeing:</p> <p>To increase the percentage of positive responses in the AToSS for the factors:</p> <ul style="list-style-type: none"> • Advocate at school • Connectedness at school • Resilience

	<ul style="list-style-type: none"> • Sense of inclusion • Respect for Diversity <p>from the benchmarks set</p> <p>To improve/maintain the percentage of positive responses on the Parent Opinion Survey for the factor at or above 86%</p> <ul style="list-style-type: none"> • Parent satisfaction <p>To improve the percentage of positive responses on the Staff Survey module:</p> <ul style="list-style-type: none"> • School Staff Safety and Wellbeing from 52 % <p>Google forms developed by the school to ascertain feedback</p> <p>Student focus groups to gain feedback and for next steps</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Continue to implement the TLI, Intervention and Student Excellence programs.</p> <p>Use PLCs to collaboratively plan learning with a focus on open ended investigations for differentiation and meeting the needs of all students, particularly in Mathematics.</p>
Outcomes	<p>Leaders will:</p> <p>Organise the timetable to enable the PLC program to be implemented</p> <p>Facilitate professional learning for PLC Leaders and teachers</p> <p>Support the school's intervention, tutor and excellence programs for individual students</p> <p>Teachers will:</p> <p>Confidently and accurately identify learning needs of their students</p>

	<p>Engage in reflective practice, evaluate and plan curriculum, assessments and lessons based on individual learning needs in PLCs Understand the learning progressions Provide regular feedback to students and monitor student progress using formative assessment practices Develop an understanding of how to challenge students' learning Analyse student data in PLC meetings to determine students' point of need Provide necessary adjustments to respond to specific learning needs Plan for differentiation based on student learning data. Provide targeted academic support for students.</p> <p>Students will: Have an understanding of what they are learning Know their next steps to progress in their learning. Have targeted academic support or intervention at point of need</p>			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data of student progress Improved student outcomes Documentation and data from formative assessments, i.e. school developed consistent checklists; tracking growth; anecdotal records Classroom observations Data used to identify students for tailored supports Differentiated resources used in tailored supports for all students. Implemented, monitored and evaluated IEPs Progress towards IEPs Student surveys</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>PLC Leader ensure discussion of students with individual learning needs takes place. PLCs follow the FISO cycle for improvement for English and Mathematics PLCs unpack the Mathematics curriculum - above, at and below level for planning purposes, including open ended activities</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$120,000.00 <input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify students with little or no growth and ensure that intervention strategies are in place to accelerate/improve their growth and close the gap. Implement targeted strategy groups and group/individual conferencing within the classroom in English and Mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,393.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement a multi tiered approach to meet students' individual wellbeing needs. Build staff capacity to be able to notice and respond to the wellbeing needs of students.			
Outcomes	Teachers' formative assessment data and teacher judgement data of student progress Improved student outcomes Documentation and data from formative assessments, i.e. school developed consistent checklists; tracking growth; anecdotal records			

	Classroom observations Data used to identify students for tailored supports Differentiated resources used in tailored supports for all students. Implemented, monitored and evaluated IEPs Progress towards IEPs Student surveys			
Success Indicators	Observations of changes to classroom practices Documentation of frameworks, policies and programs Attendance at professional learning documented Students engagement in wellbeing programs (feedback, participation, classroom observations) Student Opinion survey results and focus groups feedback Teacher reports of student wellbeing concerns on Sentral Documentation of strategies students will use in classrooms and at the school level Improvement in IEPs and behaviour plans for individual students			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Work with support staff: Employ social worker students from Federation Uni to supplement school wellbeing programs Employ school funded Chaplain 2 days a week Link with KESO worker for Koorie and Torres Strait Islander students. Work with SSS for Tier 2 and 3 students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement units 7 and 8 of the Respectful Relationships program Monitor the teaching of Respectful Relationships program Incorporate The Resilience Project into SEL lessons	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$60,000.00

<p>Explicitly teach social and emotional skills through games (e.g. Play is the Way).</p>	<p><input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Embed social skills in Ready to Learn programs - evidence in Work programs and teacher planning of RTL focus Walkthroughs to see planning of RTL and Zones of Regulation in practice.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Goal 2</p>	<p>To improve student learning outcomes in Literacy and Numeracy</p>			
<p>12 Month Target 2.1</p>	<p>To increase the percentage of students in Grade 3 in the top 2 Naplan bands in:</p> <ul style="list-style-type: none"> • Reading from 66 % • Writing from 57 % • Numeracy from 44 % 			

	PLC matrix for PLC teams implementation at the beginning and end of year to show strengths and improvement.
12 Month Target 2.2	To increase the percentage of students in Grade 5 in the top 2 Naplan bands in: <ul style="list-style-type: none"> • Reading from 47 % • Writing from 18 % • Numeracy from 31 %
12 Month Target 2.3	To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in: <ul style="list-style-type: none"> • Reading from 56 % • Writing from 29 % • Number from 41 %
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.
Actions	Use of PLC structure and the FISO improvement cycle to focus and strengthen teaching practice. Targeted professional learning in understanding effective differentiation teaching and learning methods.
Outcomes	Leaders will: Organise the timetable to enable the PLC program to be implemented Facilitate and organise professional learning for PLC Leaders and teachers Support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Teachers will: Conduct Inquiry cycles for Mathematics and English during PLC meetings Focus on using assessment data to teach at students' point of need Articulate and implement the key elements of the school's overall instructional model, including non-negotiables and specifics for Mathematics for differentiation in learning. Identify student learning needs based on diagnostic assessment data. Plan for differentiation based on student learning data. Students will: Know how lessons are structured and how this supports their learning.

	Provide teachers with feedback on their learning. Know and articulate the next step in their learning.			
Success Indicators	Collective responsibility in teams of using assessment data to differentiate learning as evidenced by minutes, planning documentation, reports and data collection. Documented instructional model in planning and work program identifying differentiation of student learning Improvement in student learning and growth. Increase in student learning confidence and motivation toward learning.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs: Contact Cat Stevens to observe PLCs to audit the process– where are we at? Visit lead schools (Beaconsfield/Athol Rd) Focus on the what (Curriculum) and how (delivery) of teaching in PLCs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning in Mathematics: Using open ended tasks and investigations/problem solving in the teaching of Mathematics Use the Booker resource, Teaching Primary Mathematics, during PLC meetings to enhance the teaching of Mathematics at students' point of need. Implement Maths 300/rich open ended investigation tasks catering for all student abilities.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning in English: Revisit Reading and Writing instructional models and embed CAFE practices into teaching and learning – instructional model, strategy groups, F&Ps Implement Jolly Phonics across the school, Prep to Grade 4 Professional learning in the 7 Steps of Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Curriculum planning and assessment	Build teacher and team capability to utilise a range of assessment strategies to teach to students point of need.			
Actions	Professional learning in unpacking, analysing and interpreting data to inform planning to cater for individual student needs. Embed consistent approaches to formative assessment to inform targeted planning for individual learning needs; including PD on responsive assessment practices.			

<p>Outcomes</p>	<p>Leaders will: Provide professional learning in unpacking assessment data and identification of formative assessment practices. Provide a clear assessment schedule Provide feedback to teachers through PLC walkthroughs. Build on what is already occurring within the school.</p> <p>Teachers will: Use analysis of data to guide planning and teaching in the classroom. Participate in professional learning sessions. Develop English and Mathematics goals in conjunction with students. Implement formative and summative assessment practices based on the assessment schedule and professional learning. Share data with students and provide opportunities for student feedback on their learning. Identify assessment strategies, formative and summative, used across the school to develop consistency. Collaborate to implement formative assessment practices into classroom planning and programs. Develop differentiated success criteria for students. Identify student learning needs based on diagnostic assessment data.</p> <p>Students will: Be given opportunities to provide feedback on their learning Know how they are going in their learning. Develop their own learning goals in conjunction with teachers. Articulate the learning intentions of writing lessons and know how they are successful at their point of need Develop success criteria in conjunction with the teacher. Understand and assess their own progress and be able to articulate what they need to learn next through goal setting. Know their own goals and be able to articulate and understand what it means. Show learning growth in English and Mathematics .</p>
<p>Success Indicators</p>	<p>Revised assessment schedule Student feedback on their learning. Teachers' planning and work programs. Improvement in student learning and growth. Increase in student learning confidence and motivation toward learning. Documentation of formative and summative assessment. Minuted responsive assessment approaches implemented in meetings.</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Review the assessment schedule. Unpack, analyse and interpret Essential Assessment, NAPLAN and PAT data as a school and in teams. Analyse NAPLAN versus teacher judgment data for individual students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Writing moderation using school rubric and NAPLAN guide. Professional learning on writing SMART goals for IEPs. Embed time for moderation of student work in PLCs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Employ Bronwyn Rylie Jones as a coach to develop and implement Responsive Assessment Practices: BRJ to work with Leadership and PLCs to:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

<ul style="list-style-type: none"> Audit staff skill set in formative and summative assessment Conduct class observations and provide feedback Develop and implement consistent responsive assessment practices in the school 	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community of Practice with Maramba PS and Chalcot Lodge PS on differentiation and formative assessment practices.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on Instructional practices.			
Actions	Revisit the school's Instructional models – LATAR; Reading and Writing instructional models. Develop and implement a 'walkthrough' program to improve teacher practice.			

Outcomes	<p>Leaders will: Ensure implementation of a school wide walkthrough program Develop protocols for face to face and recorded WOWs and walkthroughs Provide feedback to teachers through walkthroughs.</p> <p>Teachers will: Participate in the school's WOW (watching Others work) program Video themselves teaching for reflection purposes by teachers and in teams. Respectfully participate in reflecting on teaching practice. Demonstrate the use of the school's instructional models in lessons – LATAR, CAFÉ, Writing. Participate in walkthroughs to improve their practice. Improve their teaching practice based on leadership and peer feedback.</p> <p>Students will: Know how lessons are structured and how this supports their learning. Provide teachers with feedback on their learning. Improve learning growth of students</p>			
Success Indicators	<p>Documented peer and leadership observations including evidence of change in practice. Student feedback on the instructional model. Documented instructional model and non-negotiables and evidence via observations. Documented peer and leadership observations including evidence of change in practice. Teachers' planning and work programs are consistent with the developed model. Improvement in student learning and growth. Collective responsibility in teams to reflect on practice. Increase in teacher confidence via the staff opinion survey. Evidence of Professional learning in the meeting schedule. Confirmation of non-negotiables and instructional model in team work programs, lesson plans and teaching.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Revisit Instructional models for consistency across the school through walkthroughs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Development of structures and protocols for WOWs and walkthroughs. Teacher participation in Watching others Work (WOWs) – observe and be observed every term. Modelling of lessons of leaders/experts to be videoed and then shared in PLCs. Make videos available to staff for peer observation.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in Numeracy CoP in Network.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student engagement in learning.			
12 Month Target 3.1	Reduce the percentage of students scoring below Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 21 % • Writing from 24 % • Numeracy from 18 % 			
12 Month Target 3.2	Increase the percentage of students scoring above Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 25 % • Writing from 20 % • Numeracy from 20 % 			
12 Month Target 3.3	To increase the percentage of positive responses on the AtoSS for the factors: <ul style="list-style-type: none"> • Student Voice and Agency from 59 % • Self Regulation and Goal Setting from 82 % • Connectedness to School from 73 % • Student Motivation from 74 % • Sense of Confidence 74 % 			
KIS 1 Empowering students and building school pride	Implement an inquiry learning approach to increase student agency in their learning			
Actions	Develop and implement a whole school Inquiry learning approach including a scope and sequence.			

	Build teacher knowledge in delivering an Inquiry approach to teaching and learning.			
Outcomes	<p>Leaders will: Increase teacher and student understanding of an Inquiry approach to teaching and learning. Build on what is already occurring within the school.</p> <p>Teachers will: Increase levels of student engagement in their learning. Incorporate Inquiry into all lessons including Specialist program. Give student voice in curriculum. Develop an understanding of what an Inquiry approach to teaching and learning is. Identify and use quality resources that link to the Inquiry topics being taught. Provide students opportunities to give feedback, e.g. responsive teaching.</p> <p>Students will : Have some ownership in what they learn. Give feedback to teachers on their learning.</p>			
Success Indicators	<p>Improvement in SATS data, focusing on improved Connectedness, Student Voice, Student Motivation; and Self Regulation and Goal Setting. Feedback from students - google form/student focus group discussion. Data collected from walkthroughs and student forums. Evidence of opportunities for student voice and agency in teachers' work programs. Students co-designing curriculum with their teachers. Teacher work programs and planning documentation</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review Inquiry 2 year cycle implementation and develop a whole school Inquiry scope and sequence. Inquiry to be the starting point in team term planning. Link Inquiry to Maths and English and specialist programs, making connections to the world.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning on what the Inquiry of learning model look like and what Inquiry is.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$21,393.00	\$21,393.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$21,393.00	\$21,393.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Identify students with little or no growth and ensure that intervention strategies are in place to accelerate/improve their growth and close the gap. Implement targeted strategy groups and group/individual conferencing within the classroom in English and Mathematics.	\$21,393.00
Totals	\$21,393.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify students with little or no growth and ensure that intervention	from: Term 1	\$21,393.00	<input checked="" type="checkbox"/> School-based staffing

strategies are in place to accelerate/improve their growth and close the gap. Implement targeted strategy groups and group/individual conferencing within the classroom in English and Mathematics.	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$21,393.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

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
Identify students with little or no growth and ensure that intervention strategies are in place to accelerate/improve their growth and close the gap. Implement targeted strategy groups and group/individual conferencing within the classroom in English and Mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement units 7 and 8 of the Respectful Relationships program Monitor the teaching of Respectful Relationships program Incorporate The Resilience Project into SEL lessons Explicitly teach social and emotional skills through games (e.g. Play is the Way).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLCs: Contact Cat Stevens to observe PLCs to audit the process– where are we at? Visit lead schools (Beaconsfield/Athol Rd)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site PLC Lead schools

Focus on the what (Curriculum) and how (delivery) of teaching in PLCs.	<input checked="" type="checkbox"/> PLC Leaders					
Professional learning in Mathematics: Using open ended tasks and investigations/problem solving in the teaching of Mathematics Use the Booker resource, Teaching Primary Mathematics, during PLC meetings to enhance the teaching of Mathematics at students' point of need. Implement Maths 300/rich open ended investigation tasks catering for all student abilities.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning in English: Revisit Reading and Writing instructional models and embed CAFE practices into teaching and learning – instructional model, strategy groups, F&Ps Implement Jolly Phonics across the school, Prep to Grade 4 Professional learning in the 7 Steps of Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Employ Bronwyn Ryrie Jones as a coach to develop and implement Responsive Assessment Practices: BRJ to work with Leadership and PLCs to:</p> <ul style="list-style-type: none"> • Audit staff skill set in formative and summative assessment • Conduct class observations and provide feedback • Develop and implement consistent responsive assessment practices in the school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Professional learning on what the Inquiry of learning model look like and what Inquiry is.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site