

# 2022 Annual Implementation Plan

for improving student outcomes

Campbellfield Heights Primary School (5034)



Awaiting for review by School Principal  
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	Evolving
	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	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	Due to industrial action, FISO evaluation could not be completed in term 4. Please see FISO reflection document attached below.
<b>Considerations for 2022</b>	<ul style="list-style-type: none"> <li>Activating student voice and agency</li> <li>DET Tutoring Learning Initiative</li> <li>HITs and Instructional Model (allotted worktime)</li> <li>Strengthen numeracy strategies</li> <li>Wellbeing needs identified and supported</li> </ul>

	<p>Enhance reflective practice          Building capacity of middle leaders          Refine and improve use of IEPs          Respectful Relationships</p>
<p><b>Documents that support this plan</b></p>	<p>Staff FISO Evaluation Merge Term 3 2021.docx (0.14 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
<b>Target 2.1</b>	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.
<b>Target 2.2</b>	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
<b>Target 2.3</b>	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.

<b>Target 2.4</b>	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
<b>Target 2.5</b>	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.
<b>Target 2.6</b>	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.
<b>Target 2.7</b>	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024.  To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed an Instructional model consistently across the school.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
<b>Key Improvement Strategy 2.c</b>	Implement high-impact teaching strategies.

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.
<b>Goal 3</b>	Improve student engagement, agency and voice in their learning.
<b>Target 3.1</b>	By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> <li>• Motivation and interest from 84 per cent (2019) to 87 per cent (2024)</li> <li>• Student voice and agency from 81 per cent (2019) to 84 per cent (2024)</li> <li>• Respect for Diversity from 78 per cent (2019) to 81 per cent (2024)</li> <li>• Sense of confidence from 84 per cent (2019) to 87 per cent (2024)</li> </ul>
<b>Target 3.2</b>	By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> <li>• Academic Emphasis from 37 per cent to (2019) to 45 per cent (2024)</li> <li>• Collective Efficacy from 48 per cent (2019) to 56 per cent (2024)</li> <li>• Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024)</li> <li>• Understand formative assessment from 86 per cent (2019) to 89 per cent (2024)</li> <li>• Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024)</li> <li>• Use student feedback ... from 64 per cent (2019) to 69 per cent (2024)</li> <li>• Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024)</li> </ul>
<b>Target 3.3</b>	By 2024 positive responses in the Parent Opinion Survey will increase for:

	<ul style="list-style-type: none"> <li>• Effective teaching from 91 per cent (2019) to 94 per cent (2024)</li> </ul>
<b>Target 3.4</b>	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.
<b>Goal 4</b>	Improve student learning through enhanced parent engagement.
<b>Target 4.1</b>	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> <li>• Trust in students and parents from 35 per cent (2019) to 43 per cent (2024)</li> <li>• Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024)</li> </ul>
<b>Target 4.2</b>	By 2024, Positive responses in the Parent Opinion Survey will increase for:



	<ul style="list-style-type: none"> <li>• Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Building communities	Enhance learning partnerships between the students, staff and families.
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 57% to 62%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 78% to 81%</p> <p>Increase the positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 68% to 73% for Year 4-6 boys</p>
<p>Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.</p>	Yes	<p>Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.</p>	<p>Increase NAPLAN reading Year 3 top 2 bands to 21 per cent or above in 2022.</p>
		<p>Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.</p>	<p>Increase NAPLAN reading Year 5 top 2 bands to 4 per cent or above in 2022.</p>

		Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.	Increase NAPLAN numeracy Year 3 top 2 bands to 26 per cent or above in 2022.
		Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	Increase NAPLAN numeracy Year 5 top 2 bands to 4 per cent or above in 2022.
		To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.	To increase Numeracy At and Above Benchmark Growth Year 3-5 to 72 per cent in 2022.
		To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.	To increase Reading Above Benchmark Growth Year 3-5 to 10 per cent in 2022.
		To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024.	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 to 38 per cent in 2022.
		To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.	To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 to 4 per cent in 2022.

<p>Improve student engagement, agency and voice in their learning.</p>	<p>Yes</p>	<p>By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for:</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 84 per cent (2019) to 87 per cent (2024)</li> <li>• Student voice and agency from 81 per cent (2019) to 84 per cent (2024)</li> <li>• Respect for Diversity from 78 per cent (2019) to 81 per cent (2024)</li> <li>• Sense of confidence from 84 per cent (2019) to 87 per cent (2024)</li> </ul>	<p>Positive responses in the Attitudes to School survey Years 4 - 6 will increase for:</p> <ul style="list-style-type: none"> <li>• Motivation and interest to 86 per cent (2022)</li> <li>• Student voice and agency to 83 per cent (2022)</li> <li>• Respect for Diversity to 880 per cent (2022)</li> <li>• Sense of confidence to 86 per cent (2022)</li> </ul>
		<p>By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis from 37 per cent to (2019) to 45 per cent (2024)</li> <li>• Collective Efficacy from 48 per cent (2019) to 56 per cent (2024)</li> <li>• Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024)</li> <li>• Understand formative assessment from 86 per cent (2019) to 89 per cent (2024)</li> <li>• Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024)</li> </ul>	<p>Positive responses in the School Staff Survey (Prim/Teach) will increase for:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis to (2019) to 41 per cent (2022)</li> <li>• Collective Efficacy to 52 per cent (2022)</li> <li>• Promote student ownership of learning to 81 per cent (2022)</li> <li>• Understand formative assessment to 88 per cent (2022)</li> <li>• Use high impact teaching strategies to 66 per cent (2022)</li> <li>• Use student feedback ... to 66 per cent (2022)</li> <li>• Understand how to analyse data to 66 per cent (2022)</li> </ul>

		<ul style="list-style-type: none"> <li>• Use student feedback ... from 64 per cent (2019) to 69 per cent (2024)</li> <li>• Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024)</li> </ul>	
		<p>By 2024 positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 91 per cent (2019) to 94 per cent (2024)</li> </ul>	<p>Positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Effective teaching to 93 per cent (2022)</li> </ul>
		<p>To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.</p>	<p>To decrease the number of 20 plus days to below 26 per cent of students in 2022.</p>
<p>Improve student learning through enhanced parent engagement.</p>	<p>Yes</p>	<p>By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 35 per cent (2019) to 43 per cent (2024)</li> <li>• Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024)</li> </ul>	<p>Positive responses in the School Staff Survey (Prin/Teach) will increase for:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents to 39 per cent (2022)</li> <li>• Parent and community involvement to 45 per cent (2022)</li> </ul>

		<p>By 2024, Positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024)</li> </ul>	<p>Positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement to 81 per cent (2022)</li> </ul>
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<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; 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>	
<b>12 Month Target 1.1</b>	<p>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 57% to 62%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 78% to 81%</p> <p>Increase the positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 68% to 73% for Year 4-6 boys</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.	
<b>12 Month Target 2.1</b>	Increase NAPLAN reading Year 3 top 2 bands to 21 per cent or above in 2022.	
<b>12 Month Target 2.2</b>	Increase NAPLAN reading Year 5 top 2 bands to 4 per cent or above in 2022.	
<b>12 Month Target 2.3</b>	Increase NAPLAN numeracy Year 3 top 2 bands to 26 per cent or above in 2022.	
<b>12 Month Target 2.4</b>	Increase NAPLAN numeracy Year 5 top 2 bands to 4 per cent or above in 2022.	
<b>12 Month Target 2.5</b>	To increase Numeracy At and Above Benchmark Growth Year 3-5 to 72 per cent in 2022.	
<b>12 Month Target 2.6</b>	To increase Reading Above Benchmark Growth Year 3-5 to 10 per cent in 2022.	
<b>12 Month Target 2.7</b>	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 to 38 per cent in 2022.  To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 to 4 per cent in 2022.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Embed an Instructional model consistently across the school.	Yes
<b>KIS 2</b> Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.	No
<b>KIS 3</b>	Implement high-impact teaching strategies.	Yes

Evidence-based high-impact teaching strategies		
<b>KIS 4</b> Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.	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.	<p>With the challenges of 2019 and 2020, and part of those years being in remote learning, we need to refocus our improvement into building practice excellence by embedding an instructional model consistency across the school. Whilst the agreed instructional model is known and being used by teachers, it varies in timing and practice as noted in our School Review 2021.</p> <p>Results from the School Staff Survey 2021  Use pedagogical model: 38% positive, 54% neutral, 8% not positive  Results from the Attitudes to School Survey 2021  Effective teaching time: 88% positive, 9% neutral, 3% not positive</p> <p>Feedback from staff have expressed the need to focus on all HITS and differentiate the professional learning as teachers are all coming in with different knowledge and practice.</p> <p>Results from the School Staff Survey 2021  Knowledge of high impact teaching: 69% positive, 23% neutral, 8% not positive  Use high impact teaching strategies: 62% positive, 38% neutral, 8% not positive  Results from the Attitudes to School Survey 2021  Differentiated learning challenge: 93% positive, 6% neutral, 1% not positive  Stimulated learning: 85% positive, 14% neutral, 1% not positive</p>	
<b>Goal 3</b>	Improve student engagement, agency and voice in their learning.	
<b>12 Month Target 3.1</b>	Positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> <li>• Motivation and interest to 86 per cent (2022)</li> <li>• Student voice and agency to 83 per cent (2022)</li> <li>• Respect for Diversity to 88 per cent (2022)</li> <li>• Sense of confidence to 86 per cent (2022)</li> </ul>	
<b>12 Month Target 3.2</b>	Positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> <li>• Academic Emphasis to (2019) to 41 per cent (2022)</li> <li>• Collective Efficacy to 52 per cent (2022)</li> <li>• Promote student ownership of learning to 81 per cent (2022)</li> <li>• Understand formative assessment to 88 per cent (2022)</li> </ul>	



	<ul style="list-style-type: none"> <li>• Use high impact teaching strategies to 66 per cent (2022)</li> <li>• Use student feedback ... to 66 per cent (2022)</li> <li>• Understand how to analyse data to 66 per cent (2022)</li> </ul>	
<b>12 Month Target 3.3</b>	Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>• Effective teaching to 93 per cent (2022)</li> </ul>	
<b>12 Month Target 3.4</b>	To decrease the number of 20 plus days to below 26 per cent of students in 2022.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.	No
<b>KIS 3</b> Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in 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.	In line with the 2021/2022 Priority Goals and our 2021 School Review and recommendations, we aim to activate student voice and agency in their learning. Our 2021 school review and feedback from surveys, observations and conversations has revealed low levels of student agency in their learning and minimal opportunities for student voice. In addition to SVAL - CHPS will continue to focus on SWPBS, RRRR and wellbeing initiatives given the impact and need due the national pandemic.	
<b>Goal 4</b>	Improve student learning through enhanced parent engagement.	

<b>12 Month Target 4.1</b>	Positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> <li>Trust in students and parents to 39 per cent (2022)</li> <li>Parent and community involvement to 45 per cent (2022)</li> </ul>	
<b>12 Month Target 4.2</b>	Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Parent participation and involvement to 81 per cent (2022)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	Enhance learning partnerships between the students, staff and families.	Yes
<b>KIS 2</b> Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.	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.	With the use of digital platform to enhance communication with parents established, CHPS would like to determine ways in which to enhance learning partnerships between students, staff and families. Families actively engaged in school events, and we would like to discover ways to extend this participation to include student learning.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></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>
<b>12 Month Target 1.1</b>	<p>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 57% to 62%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 78% to 81%</p> <p>Increase the positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 68% to 73% for Year 4-6 boys</p>
<b>KIS 1</b> 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
<b>Actions</b>	<p>Strengthen the school-wide numeracy strategy</p> <p>Use PLC/Ts for staff to collaboratively plan units of work with a focus on meeting the needs of students with additional needs and/or disabilities</p> <p>Build staff capacity to deliver targeted teaching in the allotted 'work time' of the instruction model</p>
<b>Outcomes</b>	<p>Students will be supported to learn at their point of need, especially in numeracy</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will confidently and accurately identify student learning needs of all their students, especially in numeracy</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons</p> <p>Education Support Staff will provide support to students as outlined in the class program and IEPs</p> <p>Leaders will provide support during PLTs</p> <p>Leaders will provide time for teachers to collaborate for analysis of data and planning</p>
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Teacher records and observations of student progress</li> <li>- Teachers’ formative assessment data and summative judgements against the curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>- Classroom observations and learning walks demonstrating use of strategies from PLCs/Ts</li> <li>- Documentation and data from formative assessments</li> <li>- Differentiated curriculum documents and evidence of student learning at different levels</li> <li>- Progress against Individual Education Plans</li> <li>- Data used to identify students for tailored supports</li> <li>- Differentiated resources used in tailored supports</li> <li>- Assessment data and student surveys from intervention groups</li> <li>- Semester 1 Teacher Judgements</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- NAPLAN results</li> <li>- Semester 2 Teacher Judgements</li> <li>- Students, staff and parent perception survey results</li> <li>- Post-test results from assessments from sources such as PAT or the Digital Assessment Library</li> <li>- Pre &amp; Post-test results</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Using time in PLC/Ts to plan units of work in Numeracy	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Mentoring and Coaching in Numeracy planning and effective instruction	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal		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
Auditing resources, purchasing manipulative materials	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Students with emerging or acute wellbeing needs identified and referred appropriately			
<b>Outcomes</b>	Staff, leaders and the school community will have a common understanding of wellbeing and mental health needs Students will have strong relationships with peers/staff			

	<p>Students will feel supported and engaged in class and contribute to a strong classroom culture  Teachers will implement a range of strategies in their classroom to support student wellbeing  Education Support Staff will support teachers in their implementation of wellbeing strategies  Vulnerable students will be identified and receive targeted support  Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success  Leaders will provide resources for wellbeing needs to be met (financial, human and physical)  Leaders will promote a culture of wellbeing support for all members of the community</p>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Documentation of referrals/communication processes</li> <li>- Strengths and Difficulties Questionnaire</li> <li>- Documentation of frameworks, policies or programs</li> <li>- Meeting Minutes e.g Student Support Team, ES, PLC</li> <li>- Curriculum documentation</li> <li>- Semester 1 Personal/Social Capabilities Victorian Curriculum Teacher Judgement</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Semester 2 Personal/Social Capabilities Victorian Curriculum Teacher Judgement</li> <li>- Staff, student and parent perception survey results</li> <li>- Attendance data</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Organise and schedule student focus groups and feedback opportunities	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <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
Schedule opportunities for RR team to meet and plan and undertake PL	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <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
Connect with external wellbeing agencies	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Provide 1:1 or small group intervention to at risk students	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
<b>Goal 2</b>	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.			
<b>12 Month Target 2.1</b>	Increase NAPLAN reading Year 3 top 2 bands to 21 per cent or above in 2022.			
<b>12 Month Target 2.2</b>	Increase NAPLAN reading Year 5 top 2 bands to 4 per cent or above in 2022.			
<b>12 Month Target 2.3</b>	Increase NAPLAN numeracy Year 3 top 2 bands to 26 per cent or above in 2022.			
<b>12 Month Target 2.4</b>	Increase NAPLAN numeracy Year 5 top 2 bands to 4 per cent or above in 2022.			
<b>12 Month Target 2.5</b>	To increase Numeracy At and Above Benchmark Growth Year 3-5 to 72 per cent in 2022.			
<b>12 Month Target 2.6</b>	To increase Reading Above Benchmark Growth Year 3-5 to 10 per cent in 2022.			
<b>12 Month Target 2.7</b>	<p>To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 to 38 per cent in 2022.</p> <p>To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 to 4 per cent in 2022.</p>			
<b>KIS 1</b> Building practice excellence	Embed an Instructional model consistently across the school.			



<b>Actions</b>	Deliver whole school professional learning on identified current practice, i.e. instructional model Teachers to engage in reflective practice through professional learning Teachers will reflect on their own classroom practice & identify strengths and areas for improvement			
<b>Outcomes</b>	Teachers will understand and explicitly implement the schools Instructional Model with the use of agreed language Teachers will monitor and evaluate their instructional model practice Teachers will be accountable for using the school's instructional model effectively Students will understand the routine of the instructional model Leaders will provide resources for actions to be met (financial, human and physical) Leaders will engage in reflective conversations with teachers			
<b>Success Indicators</b>	- Evidence of staff being active participants in professional learning - Learning Walks/Talks - Peer Observations - Staff, student and parent perception survey results			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Whole school professional learning with a focus on the 'Instructional Model'.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <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
Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth and development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<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
Teacher self reflection regarding instructional model	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <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
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.			
<b>Actions</b>	Deliver whole school professional learning with a focus on the ‘purpose’ of High Impact Teaching Strategies (HITS) Build middle leadership expertise to deliver and facilitate professional learning Teachers to engage in reflective practice through professional learning Teachers will reflect on their own classroom practice, identifying strengths and areas for improvement			

<b>Outcomes</b>	<p>Teachers will develop an understanding of what HITS is and what it isn't</p> <p>Teachers will engage in professional conversations, peer observations, coaching &amp; mentoring in relation to HITS</p> <p>Teachers will monitor and evaluate their learning journey and growth through self assessment</p> <p>Leaders will provide resources for actions to be met (financial, human and physical)</p> <p>Leaders will engage in reflective conversations with teachers</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Evidence of staff being active participants in whole school professional learning</li> <li>- Evidence of HITS being in the classroom</li> <li>- Referenced in professional conversations, coaching cycles, peer observations &amp; mentoring</li> <li>- Staff, student and parent perception survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Deliver whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <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
Build middle leadership expertise to deliver and facilitate professional learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

				<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
Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth and development	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <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
Teacher self reflection regarding HITS	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <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
<b>Goal 3</b>	Improve student engagement, agency and voice in their learning.			
<b>12 Month Target 3.1</b>	Positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> <li>• Motivation and interest to 86 per cent (2022)</li> <li>• Student voice and agency to 83 per cent (2022)</li> <li>• Respect for Diversity to 88 per cent (2022)</li> <li>• Sense of confidence to 86 per cent (2022)</li> </ul>			
<b>12 Month Target 3.2</b>	Positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> <li>• Academic Emphasis to (2019) to 41 per cent (2022)</li> <li>• Collective Efficacy to 52 per cent (2022)</li> <li>• Promote student ownership of learning to 81 per cent (2022)</li> <li>• Understand formative assessment to 88 per cent (2022)</li> <li>• Use high impact teaching strategies to 66 per cent (2022)</li> <li>• Use student feedback ... to 66 per cent (2022)</li> <li>• Understand how to analyse data to 66 per cent (2022)</li> </ul>			
<b>12 Month Target 3.3</b>	Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>• Effective teaching to 93 per cent (2022)</li> </ul>			
<b>12 Month Target 3.4</b>	To decrease the number of 20 plus days to below 26 per cent of students in 2022.			
<b>KIS 1</b> Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.			
<b>Actions</b>	Develop a whole-school understanding of what student voice, agency and leadership in learning looks like Develop and implement strategies across the school that promotes students to be active participants in their learning Develop staff capacity to reflect and evaluate their own classroom practice in SVAL			

<b>Outcomes</b>	<p>Staff will have an agreed understanding of SVAL</p> <p>Staff will have an understanding of the targeted approach/plan to embedding SVAL</p> <p>Staff will work with students in creating a common understanding and approach to SVAL</p> <p>Teachers will use self reflection tools to drive their SVAL practice and implement strategies accordingly</p> <p>Leaders will provide resources for actions to be met (financial, human and physical)</p> <p>Leaders will engage in SVAL and support whole-school implementation</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Staff, Student, Parent Surveys</li> <li>- Teacher judgements/curriculum reporting</li> <li>- Evidence from Learning Walks/Peer Observations</li> <li>- Staff reflection and feedback tools</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Develop and structure a schedule for Whole School Professional Learning with a focus on building capacity of staff in developing their understanding of Student Voice and Agency</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Schedule regular opportunities for staff to develop strategies that promote students to be active participants in their learning</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Refine staff self-reflection processes for SVAL within the classroom	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
<b>Goal 4</b>	Improve student learning through enhanced parent engagement.			
<b>12 Month Target 4.1</b>	Positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> <li>Trust in students and parents to 39 per cent (2022)</li> <li>Parent and community involvement to 45 per cent (2022)</li> </ul>			
<b>12 Month Target 4.2</b>	Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Parent participation and involvement to 81 per cent (2022)</li> </ul>			
<b>KIS 1</b> Building communities	Enhance learning partnerships between the students, staff and families.			

<b>Actions</b>	Research evidence-based practices that enhance learning partnerships between students, staff and families Gain feedback from students, staff and families regarding learning partnerships Create an action plan for establishing learning partnerships between students, staff and families Use Google Classrooms as a tool to support student learning (grades 3-6)			
<b>Outcomes</b>	Engagement Team identifies evidence-based practices that enhance learning partnerships between students, staff and families Teachers and students (grade 3-6) are confident in the use of Google Classrooms Action Plan for established learning partnerships is created			
<b>Success Indicators</b>	Action Plan documentation Google Classrooms in grades 3-6 evident in planners Results from surveys			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Leasing of laptops	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" 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 regarding Google Classrooms	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00



				<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
Set up Engagement Team to research evidence-based practices that enhance learning partnerships between students, staff and families	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <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
Surveys regarding learning partnerships	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <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
Document Action Plan	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,000.00  <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	\$211,000.00	\$211,000.00	\$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
<b>Total</b>	<b>\$211,000.00</b>	<b>\$211,000.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Leasing of laptops	\$12,000.00
<b>Totals</b>	<b>\$12,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Leasing of laptops	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Assets
<b>Totals</b>		<b>\$12,000.00</b>	

### 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
Remainder of equity	\$211,000.00
Totals	\$211,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Remainder of equity	from: Term 1	\$199,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
<b>Totals</b>		\$199,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Remainder of equity	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Remainder of equity	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school professional learning with a focus on the 'Instructional Model'.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Mathematics Companion Top Ten FUSE <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Deliver whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources HITS FUSE <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build middle leadership expertise to deliver and facilitate professional learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Develop and structure a schedule for Whole School Professional Learning with a focus on building capacity of staff in developing their understanding of Student Voice and Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Adrian Bertolini <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Schedule regular opportunities for staff to develop strategies that promote students to be active participants in their learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refine staff self-reflection processes for SVAl within the classroom	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning regarding Google Classrooms	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site