

# 2022 Annual Implementation Plan

## for improving student outcomes

Altona Primary School (3923)



Submitted for review by Sarah Afiouni (School Principal) on 16 February, 2022 at 04:56 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 11 March, 2022 at 08:36 AM  
Endorsed by Lynda Meredith (School Council President) on 16 March, 2022 at 11:34 AM

## 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.	

<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	Evolving
	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>	Based on the school performance report, we identify that engagement is an area to prioritise. The school has some areas that need to be developed that will need to be prioritised, however strengths across all areas are evident in the data. SIT will work to hone in on key areas of improvement with a focus on gathering data.
<b>Considerations for 2022</b>	SIT team to review and evaluate data sets and gather anecdotal data through observations, coaching and further analysis of practice. Staff will be immersed in the work and collaborate on developing goals. Team leaders will be actively involved in

	analysing performance and determining areas of need. School wide professional learning will focus on key priorities with evidence informed practices driving the work. Responsive teaching and formative assessment will be explored through Professional Development at a SIT level and then inform further professional learning across the school.
<b>Documents that support this plan</b>	

## 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 literacy and numeracy across the school
<b>Target 2.1</b>	<p>NAPLAN - Top 2 Bands</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in Top 2 Bands in Year 3 Reading from 60% (2019) to 72% by 2024.</li> <li>• Increase the percentage of students in Top 2 Bands in Year 5 Reading from 40% (2019) to 55% by 2024.</li> <li>• Increase the percentage of students in Top 2 Bands in Year 3 Numeracy from 42% (2019) to 60% by 2024.</li> <li>• Increase the percentage of students in Top 2 Bands in Year 5 Numeracy from 35% (2019) to 50% by 2024</li> </ul>
<b>Target 2.2</b>	NAPLAN - Benchmark Growth

	<ul style="list-style-type: none"> <li>• Increase the percentage of students at or above benchmark growth in Reading from 69% in 2019 to 80% in 2024.</li> <li>• Increase the percentage of students at or above benchmark growth in Numeracy from 60% in 2019 to 80% in 2024</li> </ul>
<b>Target 2.3</b>	<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above expected level in Reading from 52% (2020) to 60% by 2024.</li> <li>• Increase the percentage of students achieving above expected level in Writing from 33% (2020) to 50% by 2024.</li> <li>• Increase the percentage of students achieving above expected level in Number from 45% (2020) to 55% by 2024</li> </ul>
<b>Target 2.4</b>	<p>School Staff Survey</p> <p>Increase the percent positive endorsement of teachers (prin/teach) each year from 2021 to 2024 in the following factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 84% in 2019 to 90% in 2024</li> <li>• Teacher collaboration from 79% in 2019 to 90% in 2024</li> <li>• Shielding and Buffering from 65% in 2019 to 80% in 2024</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build the school as a Professional Learning Community (PLC).

<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build a whole school approach to curriculum and instruction.
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build a whole school approach to student assessment and use of data
<b>Goal 3</b>	Improve student engagement in their learning.
<b>Target 3.1</b>	Student Attitudes to School Survey (ATOSS)  Increase the percentage of positive responses to the following: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 51% in 2020 to 75% by 2024</li> <li>• Stimulated Learning from 76% in 2020 to 85% by 2024</li> <li>• Learning Confidence from 72% in 2020 to 85% by 2024</li> <li>• Motivation and Interest from 76% in 2020 to 85% by 2024</li> </ul>
<b>Target 3.2</b>	School Staff Survey (SSS)  Increase the percent positive endorsement of teachers (prin/teach) to the following factors: <ul style="list-style-type: none"> <li>• Professional learning from 80% in 2019 to 90% by 2024</li> <li>• Leadership team from 73% in 2019 to 85% by 2024</li> </ul>
<b>Target 3.3</b>	Parent Opinion Survey (POS)  Increase the percentage each year of positive responses to the following:

	<ul style="list-style-type: none"> <li>• Stimulating learning environment from 77% in 2020 to 85% by 2024</li> <li>• Effective teaching from 78% in 2020 to 85% by 2024</li> <li>• Student agency and voice from 76% in 2020 to 85% by 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Build a whole school approach to students' intellectual engagement and voice and agency in learning.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Build the leadership team
<b>Goal 4</b>	Improve student wellbeing across the school.
<b>Target 4.1</b>	<p>Student Absence</p> <p>Decrease the percentage of students absent for 20+ days each year from 30% (2019) to 25% by 2024</p>
<b>Target 4.2</b>	<p>Student Attitudes to School Survey (ATOSS)</p> <ul style="list-style-type: none"> <li>• Increase positive responses to Sense of connectedness from 86% in 2020 to 90% by 2024.</li> <li>• Increase positive responses for Teacher concern from 68% in 2020 to 80% by 2024.</li> </ul>
<b>Target 4.3</b>	<p>Parent Opinion Survey (POS)</p> <p>Increase the percentage each year of positive responses to the following:</p>



	<ul style="list-style-type: none"> <li>• School improvement from 64% in 2020 to 85% by 2024</li> <li>• Confidence and resilience skills from 83% in 2020 to 90% by 2024</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Deepen and embed a whole school approach to student health, wellbeing and inclusion.

## 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 percentage of students achieving above standard in Number from 42% (2021 - Semester 2).</p>
Improve literacy and numeracy across the school	No	<p>NAPLAN - Top 2 Bands</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in Top 2 Bands in Year 3 Reading from 60% (2019) to 72% by 2024.</li> <li>• Increase the percentage of students in Top 2 Bands in Year 5 Reading from 40% (2019) to 55% by 2024.</li> <li>• Increase the percentage of students in Top 2 Bands in Year 3 Numeracy from 42% (2019) to 60% by 2024.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Increase the percentage of students in Top 2 Bands in Year 5 Numeracy from 35% (2019) to 50% by 2024</li> </ul>	
		<p>NAPLAN - Benchmark Growth</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students at or above benchmark growth in Reading from 69% in 2019 to 80% in 2024.</li> <li>• Increase the percentage of students at or above benchmark growth in Numeracy from 60% in 2019 to 80% in 2024</li> </ul>	
		<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above expected level in Reading from 52% (2020) to 60% by 2024.</li> <li>• Increase the percentage of students achieving above expected level in Writing from 33% (2020) to 50% by 2024.</li> <li>• Increase the percentage of students achieving above expected level in Number from 45% (2020) to 55% by 2024</li> </ul>	
		School Staff Survey	

		<p>Increase the percent positive endorsement of teachers (prin/teach) each year from 2021 to 2024 in the following factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 84% in 2019 to 90% in 2024</li> <li>• Teacher collaboration from 79% in 2019 to 90% in 2024</li> <li>• Shielding and Buffering from 65% in 2019 to 80% in 2024</li> </ul>	
Improve student engagement in their learning.	Yes	<p>Student Attitudes to School Survey (ATOSS)</p> <p>Increase the percentage of positive responses to the following:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 51% in 2020 to 75% by 2024</li> <li>• Stimulated Learning from 76% in 2020 to 85% by 2024</li> <li>• Learning Confidence from 72% in 2020 to 85% by 2024</li> <li>• Motivation and Interest from 76% in 2020 to 85% by 2024</li> </ul>	<p>Increase student positive responses from 59% (2021) to 'Student Voice and Agency'.</p> <p>Increase student positive responses from 82% (2021) to 'Stimulated Learning'.</p>
		<p>School Staff Survey (SSS)</p>	<p>Increase teacher positive responses from 71% for 'School Leadership'.</p>

		<p>Increase the percent positive endorsement of teachers (prin/teach) to the following factors:</p> <ul style="list-style-type: none"> <li>• Professional learning from 80% in 2019 to 90% by 2024</li> <li>• Leadership team from 73% in 2019 to 85% by 2024</li> </ul>	
		<p>Parent Opinion Survey (POS)</p> <p>Increase the percentage each year of positive responses to the following:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 77% in 2020 to 85% by 2024</li> <li>• Effective teaching from 78% in 2020 to 85% by 2024</li> <li>• Student agency and voice from 76% in 2020 to 85% by 2024</li> </ul>	<p>Increase parent positive responses from 75% (2021) for 'Effective Teaching'.</p>
<p>Improve student wellbeing across the school.</p>	<p>No</p>	<p>Student Absence</p> <p>Decrease the percentage of students absent for 20+ days each year from 30% (2019) to 25% by 2024</p>	
		<p>Student Attitudes to School Survey (ATOSS)</p> <ul style="list-style-type: none"> <li>• Increase positive responses to Sense of connectedness from 86% in 2020 to 90% by 2024.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Increase positive responses for Teacher concern from 68% in 2020 to 80% by 2024.</li> </ul>	
		<p>Parent Opinion Survey (POS)</p> <p>Increase the percentage each year of positive responses to the following:</p> <ul style="list-style-type: none"> <li>• School improvement from 64% in 2020 to 85% by 2024</li> <li>• Confidence and resilience skills from 83% in 2020 to 90% by 2024</li> </ul>	

<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>	Increase the percentage of students achieving above standard in Number from 42% (2021 - Semester 2).	
<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 engagement in their learning.	
<b>12 Month Target 2.1</b>	Increase student positive responses from 59% (2021) to 'Student Voice and Agency'. Increase student positive responses from 82% (2021) to 'Stimulated Learning'.	
<b>12 Month Target 2.2</b>	Increase teacher positive responses from 71% for 'School Leadership'.	
<b>12 Month Target 2.3</b>	Increase parent positive responses from 75% (2021) for 'Effective Teaching'.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	Build a whole school approach to students' intellectual engagement and voice and agency in learning.	Yes
<b>KIS 2</b> Health and wellbeing	Build the leadership team	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.

Identified a need to develop a whole school approach to improving student engagement in their learning. The focus on improving student achievement outcomes also has a direct link to the Key Improvement Strategies.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase the percentage of students achieving above standard in Number from 42% (2021 - Semester 2).
<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>	<ul style="list-style-type: none"> <li>- Key questions will sit at the centre of planning, data analysis and professional learning in 2022; “Are we responding to the needs of all of our learners?”, “Is every learner challenged?”</li> <li>- Develop whole school consistency around effective teacher practice in numeracy, including the refinement of the guaranteed and viable curriculum.</li> <li>- Refine assessment practices to ensure planning and instruction is responding to student needs.</li> <li>- Align whole school professional development, PLC focus and redefine the role of the SIT.</li> <li>- Strategic resourcing to support learning programs.</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- develop a peer coaching model</li> <li>- undertake and deliver professional learning to support the development of responsive teaching</li> <li>- prioritise and deliver a professional learning schedule with a focus on Maths</li> <li>- monitor data and teacher practice to ensure whole school consistency</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the maths scope and sequence, and respond to data to meet the learning needs of the students</li> <li>- understand the structure of the pedagogical model and HITS, and use this to plan and deliver lessons</li> <li>- engage in peer coaching and observations</li> <li>- respond to the learning needs of all students to deliver an engaging maths curriculum</li> <li>- develop a greater understanding of the maths continuum of learning to ensure every learner is challenged</li> </ul> <p>Students will:</p>

	<ul style="list-style-type: none"> <li>- be able to identify and articulate their goals in Maths</li> <li>- have a greater perception of themselves as mathematicians</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- observed improvements in teacher practice through regular observations and feedback through SIT</li> <li>- implementation of the pedagogical model and HITS will be evidenced in term planning and teacher weekly planning</li> <li>- peer observations and coaching feedback will be documented</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- improve their maths outcomes evidenced through assessment data: Essential Assessment and Teacher Judgement data</li> <li>- be able to articulate their maths learning goals and the maths proficiency strands as observed through SIT Learning Walks</li> <li>- express a greater positive perception of learning through improved data in the Student Attitude to School Survey</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>
Professional Learning for staff to build knowledge of effective teaching and assessment practices in Mathematics	<input checked="" type="checkbox"/> School Improvement Team	<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
Meeting and professional learning schedule to prioritise the focus on Mathematics and include opportunities for whole school collaboration	<input checked="" type="checkbox"/> School Improvement Team	<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
Develop a coaching model involving peer observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <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
Analysis of data sets to inform planning and resourcing	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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>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>	<ul style="list-style-type: none"> <li>- Key questions will transfer to the wellbeing of our students: “Are we responding to the needs of all of our learners?”, “Is every learner challenged?”</li> <li>- Tutoring program across the school</li> <li>- Develop a whole school approach to learner dispositions in maths</li> </ul>			
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>- undertake professional learning to support the development of student and teacher understanding of learning dispositions in maths</li> <li>- prioritise and deliver a professional learning schedule with a focus on Maths</li> <li>- ensure the implementation of the tutoring program across the school (P-6)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- know where all learners are, where they have come from and where they need to go next (Victorian Curriculum)</li> <li>- create the environment and demand for students to challenge themselves mathematically</li> <li>- make the learning and assessment visible to students</li> <li>- moderate and collaborate in teams and across the whole school to ensure consistency</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be aware of where they are on the learning continuum, where they have come from and where they are going to next</li> <li>- exercise their agency towards learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- improved teaching practice and teacher confidence in Maths measured by teacher surveys and observed through Learning Walks</li> <li>- improved student outcome data with an increase in the amount of students performing above standard in the Number strand from P-6</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have an increased positive perception of themselves as mathematicians</li> <li>- be empowered to seek out challenges and goals</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>

Tutoring program implemented	<input checked="" type="checkbox"/> Leadership Team	<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
Professional learning delivered with a focus on learner dispositions in Maths	<input checked="" type="checkbox"/> School Improvement Team	<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
<b>Goal 2</b>	Improve student engagement in their learning.			
<b>12 Month Target 2.1</b>	Increase student positive responses from 59% (2021) to 'Student Voice and Agency'. Increase student positive responses from 82% (2021) to 'Stimulated Learning'.			

<b>12 Month Target 2.2</b>	Increase teacher positive responses from 71% for 'School Leadership'.
<b>12 Month Target 2.3</b>	Increase parent positive responses from 75% (2021) for 'Effective Teaching'.
<b>KIS 1</b> Intellectual engagement and self-awareness	Build a whole school approach to students' intellectual engagement and voice and agency in learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Key questions will transfer to the engagement space: “Are we responding to the needs of all of our learners?”, “Is every learner challenged?”</li> <li>- SIT team established to work on school priorities with a sharp and narrow focus</li> <li>- Develop a whole school approach to student voice and agency</li> </ul>
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>- undertake and deliver professional learning to support the development of stimulated learning, voice and agency (Responsive Teaching)</li> <li>- align school values, voice and agency and Respectful Relationships to teaching and learning</li> <li>- make learning more visible to the school community (effective teaching)</li> <li>- be more visible in the teaching and learning process</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- know where all learners are, where they have come from and where they need to go next (Victorian Curriculum)</li> <li>- create the environment for students to enact voice and agency</li> <li>- make the learning and assessment visible to students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be aware of where they are on the learning continuum, where they have come from and where they are going to next</li> <li>- exercise their agency towards learning</li> <li>- be empowered to seek out challenges and goals</li> </ul>
<b>Success Indicators</b>	<p>Improvement in:</p> <ul style="list-style-type: none"> <li>- student positive responses to Student Voice and Agency (AToSS)</li> <li>- student positive responses to Stimulated Learning (AToSS)</li> <li>- teachers positive responses to School Leadership (SoS)</li> <li>- parent positive responses to Effective teaching (PoS)</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participation in Responsive Teaching professional learning community with Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> School Improvement Team	<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
Development of a school wide plan to enhance the 'Living our Values' program in line with Respectful Relationships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Introduction of 'Learning Showcases' to involve parents and make the learning more visible to the community	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Redevelop the role of Student Voice and Agency leaders across the school	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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



## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,751.80	\$10,000.00	\$3,751.80
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>\$13,751.80</b>	<b>\$10,000.00</b>	<b>\$3,751.80</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a coaching model involving peer observations	\$10,000.00
<b>Totals</b>	<b>\$10,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a coaching model involving peer observations	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$10,000.00</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
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
Professional Learning for staff to build knowledge of effective teaching and assessment practices in Mathematics	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources  Mathematics Teaching Toolkit	<input checked="" type="checkbox"/> On-site
Professional learning delivered with a focus on learner dispositions in Maths	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation in Responsive Teaching professional learning community with Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> On-site