

2022 Annual Implementation Plan

for improving student outcomes

Armadale Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 16 February, 2022 at 01:32 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 21 February, 2022 at 03:05 PM
Endorsed by Rod Hampel (School Council President) on 23 February, 2022 at 10:42 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.	

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	Excelling
	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	Excelling
	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	Curriculum design documentation in respect to the teaching and learning program is very thorough and comprehensive and at the same time fluid and adaptable to enable teachers' modifications to their program to meet children's point of need. Literacy and numeracy concepts are taught through instructional models which are scaffolded enabling all children to experience success. The launch, explore, enable, extend, share and summarise model of learning is taught through both Maths and English. Additionally, our teachers use explicit literacy and numeracy strategies in these learning areas as well as using the Big Idea to create connections across the curriculum. Data walls are used extensively to inform planning and curriculum design and to teach children at their point of need.
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	<p>Our student wellbeing across the school is particularly strong, as evidenced by our ATOSS results for the last 5 years in a row and in particular, when compared to similar schools. The class teachers regularly use circle time meetings with their children as a check-in and to problem solve and discuss issues as they arise. We are a partner school in the Respectful Relationships program and in 2022 we will begin our partnership with The Resilience Project. We also use Restorative Practices when there are misunderstandings with children to help them see what role they played, to take ownership and agency and to commit to restoring the relationship.</p>
<p>Considerations for 2022</p>	<p>We are on track to meet our SSP targets and we are working towards the DET priority goals for 2022 Our priorities for 2022 to ensure these goals are met include :</p> <ul style="list-style-type: none"> - Developing scope and sequence overviews for both numeracy and literacy across the school - Embedding more phonics to improve decoding and encoding in reading and spelling - Constructing small focus groups for writing and clinics when undertaking Education Research projects - Refining our differentiation practices in extension and enrichment through small groups - Launching The Resilience Project - Continuing with the Tutoring Initiative for students who need support as determined by DAL and literacy assessments
<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 the achievement and learning growth of every student, particularly in literacy and numeracy
Target 2.1	<p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none"> • Reading to 32% or above (from 19% in 2019) • Writing to 32% or above (from 15% in 2019) • Numeracy to 32% or above (from 15% in 2019)
Target 2.2	<p>NAPLAN Year 3 & 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p>

	<ul style="list-style-type: none"> ● Reading to 85% or above (from 67% in 2019) ● Writing to 85% or above (from 64% in 2019) ● Numeracy to 85% or above (from 55% in 2019) <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> ● Reading to 75% or above (from 65% in 2019) ● Writing to 36% or above (from 16% in 2019) ● Numeracy to 65% or above (from 45% in 2019)
<p>Target 2.3</p>	<p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> ● In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). ● Our norm -referenced data sets for triangulated data include: <ul style="list-style-type: none"> Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5 Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth

Target 2.4	<p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—90% or above (from 78% in 2019) • Feedback—90% or above (from 83% in 2019)
Key Improvement Strategy 2.a Building practice excellence	Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students
Key Improvement Strategy 2.b Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.c Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
Key Improvement Strategy 2.d Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened
Goal 3	To strengthen student engagement in learning
Target 3.1	<p>Student opinion as shown in the AToSS.</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—95% or above (from 89% in 2019)

	<ul style="list-style-type: none"> • Motivation and interest—95% or above (from 90% in 2019) <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> • Average absence breakdown for all absences -13% (from 17.7% in 2019)
Target 3.2	<p>Parent opinion as shown on the POS.</p> <p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Student voice and agency—to 85% or above (from 60% in 2019) • Student motivation and support—to 85% or above (from 52% in 2019) • Stimulating learning environment—to 85% or above (from 59% in 2019)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a learner agency strategy
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher capacity to enhance student voice and learner agency
Key Improvement Strategy 3.c Empowering students and building school pride	Share student learning data routinely so learning growth and progress are monitored and visible to all
Goal 4	To further enhance the social and emotional wellbeing of every student

Target 4.1	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Effective classroom behaviour—95% or above (from 91% in 2019) • Teacher concern—95% or above (from 89% in 2019) <p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> • Positive attitude -92% or above (from 84% in 2018) • Healthy Mind – 90% or above (from 82% in 2018)
Target 4.2	<p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 60% in 2019) • Parent participation and involvement—to 85% or above (from 71% in 2019) • General satisfaction—to 85% or above (from 56% in 2019)
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen the learning partnerships with parents and carers to enhance student outcomes

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>Support all of our students in Prep -Yr 6 to continue to achieve at or above level against the Victorian Curriculum in Mathematics -Number and Algebra at 98%</p>
To improve the achievement and learning growth of every student, particularly in literacy and numeracy	Yes	<p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none"> • Reading to 32% or above (from 19% in 2019) • Writing to 32% or above (from 15% in 2019) • Numeracy to 32% or above (from 15% in 2019) 	In 2022, increase the percentage of students in Year 5 making above benchmark growth in Writing from 14% in 2021 to 20% in 2022

		<p>NAPLAN Year 3 & 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 85% or above (from 67% in 2019) • Writing to 85% or above (from 64% in 2019) • Numeracy to 85% or above (from 55% in 2019) <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 75% or above (from 65% in 2019) • Writing to 36% or above (from 16% in 2019) • Numeracy to 65% or above (from 45% in 2019) 	<p>In 2022 increase the percentage of Year 3 students in the top two NAPLAN bands for Reading from 67% in 2021 to 70% in 2022</p>
		<p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> • In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). 	<p>In 2022 , a minimum of 95% of students in Prep-Yr 6 will demonstrate 12 months growth in reading , writing and numeracy</p>

		<ul style="list-style-type: none"> • Our norm -referenced data sets for triangulated data include: Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5 Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth 	
		<p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—90% or above (from 78% in 2019) • Feedback—90% or above (from 83% in 2019) 	<p>In 2022, in the SOS, the positive endorsement on Professional Learning through peer observation will be 85%</p>
<p>To strengthen student engagement in learning</p>	<p>No</p>	<p>Student opinion as shown in the AToSS.</p>	

		<p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—95% or above (from 89% in 2019) • Motivation and interest—95% or above (from 90% in 2019) <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> • Average absence breakdown for all absences -13% (from 17.7% in 2019) 	
		<p>Parent opinion as shown on the POS.</p> <p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Student voice and agency—to 85% or above (from 60% in 2019) • Student motivation and support—to 85% or above (from 52% in 2019) • Stimulating learning environment—to 85% or above (from 59% in 2019) 	
<p>To further enhance the social and emotional wellbeing of every student</p>	<p>No</p>	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Effective classroom behaviour—95% or above (from 91% in 2019) • Teacher concern—95% or above (from 89% in 2019) 	

		<p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> • Positive attitude -92% or above (from 84% in 2018) • Healthy Mind – 90% or above (from 82% in 2018) 	
		<p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 60% in 2019) • Parent participation and involvement—to 85% or above (from 71% in 2019) • General satisfaction—to 85% or above (from 56% in 2019) 	

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>Support all of our students in Prep -Yr 6 to continue to achieve at or above level against the Victorian Curriculum in Mathematics -Number and Algebra at 98%</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</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	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 the achievement and learning growth of every student, particularly in literacy and numeracy	
12 Month Target 2.1	In 2022, increase the percentage of students in Year 5 making above benchmark growth in Writing from 14% in 2021 to 20% in 2022	
12 Month Target 2.2	In 2022 increase the percentage of Year 3 students in the top two NAPLAN bands for Reading from 67% in 2021 to 70% in 2022	
12 Month Target 2.3	In 2022 , a minimum of 95% of students in Prep-Yr 6 will demonstrate 12 months growth in reading , writing and numeracy	
12 Month Target 2.4	In 2022, in the SOS, the positive endorsement on Professional Learning through peer observation will be 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students	Yes
KIS 2 Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom	Yes

KIS 3 Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes	No
KIS 4 Instructional and shared leadership	Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened	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.	Our school continues to refine and improves it's practices and implementation of evidence-informed strategies which will ensure all students are supported, stretched and challenged in their learning to achieve growth. Designing a curriculum which enables differentiation and positions students agentially in their learning will ensure the learning is personalised for each student. The use of data walls and the learning continuums informs teachers where each child is on the learning continuum and ensures both the learning to be achieved and student goals, is highly visible to all partners - teacher, child and parents. The methodology within our whole school instructional model of launch, explore, enable, extend and summarise is to be seen consistently used across the school. enabling the learning to be differentiated from P-6. The structure of the whole, part/small, whole of classroom teaching is to be extended to include writing focus groups as well research clinics in Years 3-6 when students are working on their Educational Research Projects (ERP's) as part of their Big Ideas.	

Define Actions, Outcomes and Activities

Goal 1	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.
12 Month Target 1.1	Support all of our students in Prep -Yr 6 to continue to achieve at or above level against the Victorian Curriculum in Mathematics - Number and Algebra at 98%
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	<ol style="list-style-type: none"> 1. Build staff capacity in assessment and differentiation through our instructional model to identify and meet student's individual learning needs. 2. Support those students who require it with the Tutoring initiative 3. Extend the differentiated support offered to students with identified special needs
Outcomes	<ol style="list-style-type: none"> 1. Students in need of targeted support will be identified and supported through the employment of tutors 2. Students will know what the next steps in their learning continuums are for literacy and numeracy 3. Students will be supported to learn at their point of need 4. Teachers and support staff will have strong relationships in partnership with all parents and carers 5. Teachers will have strengthened their reflective and evaluative practices through the Victorian PLC initiative we are participating in, in Semester 2.
Success Indicators	<ol style="list-style-type: none"> 1. Curriculum documentation will show plans for differentiation 2. Assessment and data from the TLI will show student growth 3. Students IEP's will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed 4. Teacher judgements show growth in learning 5. Classroom observations, mentoring and coaching demonstrates use of strategies from shared PL

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on embedding and strengthening numeracy across curriculum areas and Big Ideas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" 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
Participation in the Victorian PLC Initiative Professional Learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	1. Appointment of a Disability Inclusion Co-ordinator (DIC) to support teachers and students 2. Implementation of The Resilience Project program across the whole school			
Outcomes	Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer student's mental health needs Wellbeing team will oversee and monitor effectiveness of the wellbeing strategies through the TRP Students will practice social and emotional wellbeing and GEM strategies on a daily basis Students will explain what positive mental wellbeing is and where they can seek support at school DIC supports teachers through classroom mentoring and PL opportunities			
Success Indicators	Curriculum documentation will detail lesson implementation on social and emotional wellbeing from TRP Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources will be highly visible throughout classrooms Parents will report that wellbeing strategies are being embedded at home as well.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning from The Resilience Project	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00 <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
Appointment of a Disability Inclusion Coordinator	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$47,367.00

	<input checked="" type="checkbox"/> Disability Inclusion Coordinator		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy			
12 Month Target 2.1	In 2022, increase the percentage of students in Year 5 making above benchmark growth in Writing from 14% in 2021 to 20% in 2022			
12 Month Target 2.2	In 2022 increase the percentage of Year 3 students in the top two NAPLAN bands for Reading from 67% in 2021 to 70% in 2022			
12 Month Target 2.3	In 2022 , a minimum of 95% of students in Prep-Yr 6 will demonstrate 12 months growth in reading , writing and numeracy			
12 Month Target 2.4	In 2022, in the SOS, the positive endorsement on Professional Learning through peer observation will be 85%			
KIS 1 Building practice excellence	Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students			
Actions	1. Assistant Principal will continue to design with each classroom team on a weekly basis bringing data walls and assessment data to these meetings 2. Learning Specialist will have designated release time to coach and mentor teachers in our differentiated instructional model			
Outcomes	Teachers will confidently and accurately identify student learning needs of all their students Students will report higher levels of confidence with numeracy skills and in the mathematics proficiencies Teachers will be more confident in stretching and challenging each child through extending prompts Through the greater usage of clinics and focus groups, teachers will use feedforward strategies more effectively when discussing student's learning with them			

Success Indicators	Student feedback on differentiation, our instructional model and use of classroom strategies to enable and extend Teachers development of data walls and use of formative and summative assessments and progress reporting to parents Literacy and Numeracy Benchmark growth in NAPLAN Teacher judgement growth in literacy and numeracy			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning provided to staff on phonics using Letters and Sounds resource	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <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
Weekly release of Learning Specialist to coach and mentor teachers	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" 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
KIS 2 Building practice excellence	Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom			
Actions	<p>1. Assistant Principal will continue to design with each classroom team on a weekly basis bringing data walls and assessment data to these meetings and assist teams in developing scope and sequence units</p> <p>2. Learning Specialist will have designated release time to coach and mentor teachers in our differentiated instructional model to ensure consistency across the school</p>			
Outcomes	<p>Teachers will confidently and accurately identify student learning needs of all their students</p> <p>Students will report higher levels of confidence with numeracy skills and in the mathematics proficiencies</p> <p>Teachers will be more confident in stretching and challenging each child through extending prompts</p> <p>Through the greater usage of clinics and focus groups in writing teachers will use feedforward strategies more effectively when discussing student's learning with them</p>			
Success Indicators	<p>Student feedback on differentiation, our instructional model and use of classroom strategies to enable and extend</p> <p>Teachers development of data walls and use of formative and summative assessments and progress reporting to parents</p> <p>Literacy and Numeracy Benchmark growth in NAPLAN</p> <p>Teacher judgement growth in literacy and numeracy outcomes</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Weekly release of Learning Specialist to mentor and coach teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" 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
Learning leaders have been appointed at each level to lead the learning in their teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$6,769.30	\$6,769.30	\$0.00
Disability Inclusion Tier 2 Funding	\$98,559.00	\$43,598.00	\$54,961.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$105,328.30	\$50,367.30	\$54,961.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Participation in the Victorian PLC Initiative Professional Learning	\$3,000.00
Appointment of a Disability Inclusion Coordinator	\$47,367.00
Totals	\$50,367.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Participation in the Victorian PLC Initiative Professional Learning	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Appointment of a Disability Inclusion Coordinator	from: Term 1 to: Term 4	\$3,769.30	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$6,769.30	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appointment of a Disability Inclusion Coordinator	from: Term 1 to: Term 4	\$43,598.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Totals		\$43,598.00	

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
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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
Schedule and organise professional learning on embedding and strengthening numeracy across curriculum areas and Big Ideas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation in the Victorian PLC Initiative Professional Learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Regionally based
Professional Learning from The Resilience Project	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> External consultants The Resilience project	<input checked="" type="checkbox"/> On-site
Appointment of a Disability Inclusion Coordinator	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Departmental resources Student Support Services Disability inclusion supports	<input checked="" type="checkbox"/> On-site
Professional Learning provided to staff on phonics	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

using Letters and Sounds resource		to: Term 2	<input checked="" type="checkbox"/> Curriculum development		Natalie Brass from Sail Away Readers	
Weekly release of Learning Specialist to coach and mentor teachers	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Weekly release of Learning Specialist to mentor and coach teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site