

2022 Annual Implementation Plan

for improving student outcomes

Mount Clear Primary School (0427)



Submitted for review by Cameron Landry (School Principal) on 01 April, 2022 at 01:22 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 06 May, 2022 at 09:26 AM
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.	

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	Evolving
	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	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>We went through a school review in 2021. The self-evaluation reflection is accurate to where we are currently working. We have a lot of the processes in place to develop in all our approaches to ensure ongoing improvement in all areas of FISO. The school has worked hard at improving our practices in literacy and numeracy. Implementing and embedding the Professional Learning Communities approach across the school will aim to improve our teaching and learning outcomes. To further improve our assessment, we need to improve the data literacy of the teachers to ensure they are teaching at the point of need for all students. The school has a thorough assessment schedule in place that is followed by all teachers. The school has invested in developing its middle leaders through the PLC professional development. This will allow a cohesive</p>
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	<p>approach to the implementation of the inquiry cycle. Through all the data sets provided to the school we have high expectations of our students, parent and staff around student learning.</p> <p>The schools student leadership program has been strategically development over recent years. The year student leadership program has engaged all year 6 students to improve and develop their leadership style. We are evolving our relationship with families to ensure they are connected to the school.</p> <p>The school is embedding our approach to student intervention and response to our the learning needs of our students. The introduction and implementation of the Intialit process in Foundation to year 2 is providing that all students are learning at their level. A number of our ES staff are providing researched based intervention support that aligns to the Intialit process.</p>
<p>Considerations for 2022</p>	<p>The implementation and embedding the PLC Inquiry Cycle to our teaching and learning programs will be essential to the continued improvement of our student learning results. The PLT leaders will provided an extra hour of release time to support the embedding of the PLC process. The cohesive approach to student learning goals will be a priority during 2022. The wellbeing of our students will also be a focus due to the significant amount interruptions over the previous two years for both students and staff.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth for all students
Target 2.1	<p>There is no benchmark data from 2020.</p> <p>By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> • Reading to increase from 66% (2021) to 80% or above. • Writing to increase from 57% (2021) to 75% or above. • Numeracy to increase from 69% (2021) to 80% or above.

Target 2.2	<p>By 2025 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading to increase from 40% (2021) to 45% or above. • Writing to increase from 20% (2021) to 25% or above. • Numeracy to increase from 22% (2021 based on a three-year rolling average) to 27% or above.
Target 2.3	<p>By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).</p> <ul style="list-style-type: none"> • Reading from 78% (2020) to 85% or above. • Writing from 75% (2020) to 80% or above. • Number and algebra 77% (2020) to 85% or above.
Key Improvement Strategy 2.a Building practice excellence	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.
Key Improvement Strategy 2.b Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated and sequential learning.
Key Improvement Strategy 2.c Building practice excellence	To enhance collaboration and cohesion of practice across the school.

Goal 3	To strengthen learner agency.
Target 3.1	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 61% (2021) to 78% or above. • Stimulating learning from 77% (2021) to 88% or above. • Self-regulation and goal setting from 80% (2021) to 85% or above. • Motivation and interest from 72% (2021) to 80% or above.
Target 3.2	<p>By 2025 increase the percentage of positive endorsement in the SSS (to be confirmed using 2021 data)</p> <ul style="list-style-type: none"> • Academic emphasis from 64% (2021) to 80% or above. • Collective efficacy from 72% (2021) to 85% or above. • Teacher collaboration from 78% (2021) to 88% or above. • Trust in student and parents from 66% (2021) to 80% or above.
Target 3.3	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey (POS)</p> <ul style="list-style-type: none"> • Parent participation and involvement from 79% (2021) to 90% or above. • Student agency and voice from 81% (2021) to 90% or above. • Teacher communication from 78% (2021) to 85% or above.

Key Improvement Strategy 3.a Empowering students and building school pride	To further build teacher capacity to activate and optimise learner agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.
Goal 4	To enhance the wellbeing of all students.
Target 4.1	By 2025 increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none"> • Sense of connectedness from 69% (2021) to 80% or above. • Teacher concern from 73% (2021) to 80% or above. • Emotional awareness and regulation from 64% (2021) to 75% or above. • Perseverance from 70% (2021) to 80% or above.
Target 4.2	By 2025 increase decrease student absence rates (three–year average) <ul style="list-style-type: none"> • Percentage of students with 20 or more absence days from 26% (2020) to 22% or less.
Key Improvement Strategy 4.a Health and wellbeing	To develop a responsive, whole school tiered approach to wellbeing.

Key Improvement Strategy 4.b Setting expectations and promoting inclusion	To embed inclusive teaching practices to support diverse student needs.
Key Improvement Strategy 4.c Health and wellbeing	To utilise evidence-based practices to support mental health.

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>The tutor learning initiative will engage 70+ students who have been identified as students who require support.</p>
To maximise learning growth for all students	Yes	<p>There is no benchmark data from 2020.</p> <p>By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> • Reading to increase from 66% (2021) to 80% or above. • Writing to increase from 57% (2021) to 75% or above. 	There is no benchmark growth in 2022.

		<ul style="list-style-type: none"> • Numeracy to increase from 69% (2021) to 80% or above. 	
		<p>By 2025 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading to increase from 40% (2021) to 45% or above. • Writing to increase from 20% (2021) to 25% or above. • Numeracy to increase from 22% (2021 based on a three-year rolling average) to 27% or above. 	<p>By 2023 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).</p>
		<p>By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).</p> <ul style="list-style-type: none"> • Reading from 78% (2020) to 85% or above. • Writing from 75% (2020) to 80% or above. • Number and algebra 77% (2020) to 85% or above. 	<p>Reading from 78% (2020) to 82% (2022) or above Writing from 75% (2020) to 78% (2022) or above Number and algebra 77% (2020) to 80% (2022) or above.</p>

To strengthen learner agency.	Yes	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 61% (2021) to 78% or above. • Stimulating learning from 77% (2021) to 88% or above. • Self-regulation and goal setting from 80% (2021) to 85% or above. • Motivation and interest from 72% (2021) to 80% or above. 	<p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <p>Student voice and agency from 61% (2021) to 68% or above Stimulating learning from 77% (2021) to 82% or above Self-regulation and goal setting from 80% (2021) to 82% or above Motivation and interest from 72% (2021) to 77% or above.</p>
		<p>By 2025 increase the percentage of positive endorsement in the SSS (to be confirmed using 2021 data)</p> <ul style="list-style-type: none"> • Academic emphasis from 64% (2021) to 80% or above. • Collective efficacy from 72% (2021) to 85% or above. • Teacher collaboration from 78% (2021) to 88% or above. 	<p>By 2023 increase the percentage of positive endorsement in the Staff School Survey (SSS).</p> <p>Academic emphasis from 64% (2021) to 70% or above Collective efficacy from 72% (2021) to 78% or above Teacher collaboration from 78% (2021) to 80% or above Trust in student and parents from 66% (2021) to 70% or above</p>

		<ul style="list-style-type: none"> • Trust in student and parents from 66% (2021) to 80% or above. 	
		<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey (POS)</p> <ul style="list-style-type: none"> • Parent participation and involvement from 79% (2021) to 90% or above. • Student agency and voice from 81% (2021) to 90% or above. • Teacher communication from 78% (2021) to 85% or above. 	<p>By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS)</p> <p>Parent participation and involvement from 79% (2021) to 83% or above Student agency and voice from 81% (2021) to 85% or above Teacher communication from 78% (2021) to 82% or above</p>
To enhance the wellbeing of all students.	Yes	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Sense of connectedness from 69% (2021) to 80% or above. • Teacher concern from 73% (2021) to 80% or above. • Emotional awareness and regulation from 64% (2021) to 75% or above. • Perseverance from 70% (2021) to 80% or above. 	<p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <p>Sense of connectedness from 69% (2021) to 75% or above Teacher concern from 73% (2021) to 75% or above Emotional awareness and regulation from 64% (2021) to 70% or above Perseverance from 70% (2021) to 73% or above By 2023 increase decrease student absence rates (three-year average)</p>

		<p>By 2025 increase decrease student absence rates (three–year average)</p> <ul style="list-style-type: none"> Percentage of students with 20 or more absence days from 26% (2020) to 22% or less. 	Percentage of students with 20 or more absence days from 26% (2020) to 24% or less
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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	The tutor learning initiative will engage 70+ students who have been identified as students who require support.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To maximise learning growth for all students	
12 Month Target 2.1	There is no benchmark growth in 2022.	
12 Month Target 2.2	By 2023 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).	
12 Month Target 2.3	Reading from 78% (2020) to 82% (2022) or above Writing from 75% (2020) to 78% (2022) or above Number and algebra 77% (2020) to 80% (2022) or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.	Yes
KIS 2 Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated and sequential learning.	Yes
KIS 3 Building practice excellence	To enhance collaboration and cohesion of practice across the school.	No

<p>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>	<p>The review conducted in 2021 identified that the implementation of Student Learning Goals wasn't collaborative or cohesive across the school. Instructional leaders engaged in the Professional Learning Communities professional development to ensure we have a consistent approach in planning for teaching and learning. The school has developed data collection protocols and displays the data in data walls that show their Vic Curriculum level in reading, writing, number and algebra and also their 12 months learning growth for the previous 12 months.</p> <ul style="list-style-type: none"> • NAPLAN benchmark growth – decreased in reading & numeracy recorded over past 2 years • Percentage of students in the top 2 bands - improvement in reading recorded over past 2 years • Percentage of students in the bottom 2 bands - improvement in reading, writing & numeracy recorded over past 2 years • Teacher judgement data (semester 2 2020-sem 2021) – similar trends to NAPLAN data • AToSS data – Student voice & agency, Resilience and Self-regulation and goal setting were lower than all other measures • Staff opinion survey data – collective efficacy % endorsement was 72% <p>The SIT felt that the school had shown improvement in reading and numeracy, and this success could be attributed to the development and implementation of a whole school approach to the teaching of both areas.</p>
<p>Goal 3</p>	<p>To strengthen learner agency.</p>
<p>12 Month Target 3.1</p>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS: Student voice and agency from 61% (2021) to 68% or above Stimulating learning from 77% (2021) to 82% or above Self-regulation and goal setting from 80% (2021) to 82% or above Motivation and interest from 72% (2021) to 77% or above.</p>
<p>12 Month Target 3.2</p>	<p>By 2023 increase the percentage of positive endorsement in the Staff School Survey (SSS). Academic emphasis from 64% (2021) to 70% or above Collective efficacy from 72% (2021) to 78% or above Teacher collaboration from 78% (2021) to 80% or above Trust in student and parents from 66% (2021) to 70% or above</p>
<p>12 Month Target 3.3</p>	<p>By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) Parent participation and involvement from 79% (2021) to 83% or above</p>

	Student agency and voice from 81% (2021) to 85% or above Teacher communication from 78% (2021) to 82% or above	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To further build teacher capacity to activate and optimise learner agency.	No
KIS 2 Intellectual engagement and self-awareness	To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.	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.	The school review identified that there isn't a cohesive approach to the implementation of student learning goals across the school. After classroom learning walks and discussions with students, it was identified there is varying ideas of what student learning goals are and how they are developed. - AToSS - Self-regulation and goal setting is at 80% which is below state and similar schools. - Parent Opinion Survey - Parent participation & involvement and student voice and agency are below state and similar schools.	
Goal 4	To enhance the wellbeing of all students.	
12 Month Target 4.1	By 2023 increase the percentage of positive endorsement in the student AToSS: Sense of connectedness from 69% (2021) to 75% or above Teacher concern from 73% (2021) to 75% or above Emotional awareness and regulation from 64% (2021) to 70% or above Perseverance from 70% (2021) to 73% or above By 2023 increase decrease student absence rates (three-year average)	
12 Month Target 4.2	Percentage of students with 20 or more absence days from 26% (2020) to 24% or less	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	To develop a responsive, whole school tiered approach to wellbeing.	No
KIS 2 Setting expectations and promoting inclusion	To embed inclusive teaching practices to support diverse student needs.	No
KIS 3 Health and wellbeing	To utilise evidence-based practices to support mental health.	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.	The mental health menu initiative was introduced in term 4 in 2021. We will use terms 1 & 2 to identify the key area of where we will provide the support for our students.	

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	The tutor learning initiative will engage 70+ students who have been identified as students who require support.
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	<ul style="list-style-type: none"> - Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs - Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported - Teachers and tutors will plan for differentiation based on student learning data - Teachers will implement differentiated teaching and learning to meet individual student needs - Tutors will provide targeted academic support to students
Success Indicators	<ul style="list-style-type: none"> - Notes from TLI meetings will show plans to support individual students' learning needs - Formative and summative assessment rubrics will show student learning growth - Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. - Victorian Curriculum judgements will show growth in learning - SSS factors: Increase the percentage of positive endorsement in Academic Emphasis from 64% - 70% - SSS factors: Increase the percentage of positive endorsement in Collective Efficacy from 72% - 78% - AToSS factors: Increase the percentage of positive endorsement in Self-regulation & Goal Setting from 80% - 85%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>- Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p>	<p><input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$120,000.00</p>

		<input checked="" type="checkbox"/> Principal		to: Term 2	<input 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response model to support students' mental health - Embed positive mental health approaches in staff professional practice 				
Outcomes	<ul style="list-style-type: none"> - Teachers will plan for and implement social and emotional learning within their curriculum areas - Teachers will be able to recognise, respond to and refer students' mental health needs - Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health 				
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will show plans for social and emotional learning - Student support resources displayed around the school will show how students can seek support - AToSS factors: Increase the percentage of positive endorsement in life satisfaction from 54% to 65% - AToSS factors: Increase the percentage of positive endorsement in resilience from 4% to 20% - Parent Opinion Survey Factors: Increase the percentage of positive endorsement in Confidence & Resiliency Skills from 82% to 90% 				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	

<p>Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To maximise learning growth for all students			
12 Month Target 2.1	There is no benchmark growth in 2022.			
12 Month Target 2.2	By 2023 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets).			
12 Month Target 2.3	Reading from 78% (2020) to 82% (2022) or above Writing from 75% (2020) to 78% (2022) or above Number and algebra 77% (2020) to 80% (2022) or above.			
KIS 1 Building practice excellence	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.			
Actions	<ul style="list-style-type: none"> - Embed PLCs structures to support teacher collaboration and reflection of strengthen teaching practice - Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities 			
Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of all of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will consistently implement the agreed assessment schedule - Teachers will provide students with the opportunity to work at their level using differentiated resources 			

Success Indicators	<ul style="list-style-type: none"> - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Victorian Curriculum judgements will show growth in learning - SSS factors: Increase the percentage of positive endorsement in Academic Emphasis from 64% - 70% - SSS factors: Increase the percentage of positive endorsement in Collective Efficacy from 72% - 78% - Post-test results from assessments from sources such as PAT or the Digital Assessment Library 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide opportunity for PLC leaders to attend professional development sessions with a PLC link school to discuss the PLC Inquiry Cycle.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <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
Provide extra time release for PLC leaders to plan for the embedding of the PLC process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
- Establish processes and protocols for regular moderation of the PLC Inquiry Cycle within teaching teams	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
KIS 2 Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated and sequential learning.			
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs			
Outcomes	<ul style="list-style-type: none"> - Students will know what the next steps are to progress their learning - Teachers will identify student learning needs based on diagnostic assessment data - Teachers and tutors will plan for differentiation based on student learning data 			
Success Indicators	<ul style="list-style-type: none"> - Formative and summative assessment rubrics will show student learning growth - Data walls indicating clear student progress - PAT Assessment Data - Semester 2 teacher judgements - Increase percentage of students 'meeting' or 'above' benchmark growth in NAPLAN reading to increase from 66% to 72% - Increase percentage of students 'meeting' or 'above' benchmark growth in NAPLAN writing to increase from 57% to 65% 			

	- Increase percentage of students 'meeting' or 'above' benchmark growth in NAPLAN numeracy to increase from 69% to 75%			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal	<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
- Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 2 Term 2 with a focus on formative assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<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

<p>- Develop an ongoing partnership with the local link school to support the implementation of the PLC inquiry cycle.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Goal 3</p>	<p>To strengthen learner agency.</p>			
<p>12 Month Target 3.1</p>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS: Student voice and agency from 61% (2021) to 68% or above Stimulating learning from 77% (2021) to 82% or above Self-regulation and goal setting from 80% (2021) to 82% or above Motivation and interest from 72% (2021) to 77% or above.</p>			
<p>12 Month Target 3.2</p>	<p>By 2023 increase the percentage of positive endorsement in the Staff School Survey (SSS).</p> <p>Academic emphasis from 64% (2021) to 70% or above Collective efficacy from 72% (2021) to 78% or above Teacher collaboration from 78% (2021) to 80% or above Trust in student and parents from 66% (2021) to 70% or above</p>			
<p>12 Month Target 3.3</p>	<p>By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS)</p> <p>Parent participation and involvement from 79% (2021) to 83% or above Student agency and voice from 81% (2021) to 85% or above Teacher communication from 78% (2021) to 82% or above</p>			
<p>KIS 1</p>	<p>To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.</p>			

Intellectual engagement and self-awareness				
Actions	- Develop and implement a cohesive approach to Student Learning Goals in reading from Foundation to year 6.			
Outcomes	<ul style="list-style-type: none"> - Students will be supported to learn at point of need - Students will experience success and celebrate the acquisition of knowledge - Students and teachers will have more time to work on content at the students point of need 			
Success Indicators	<ul style="list-style-type: none"> - Teacher records and observations of student progress - Data walls indicating clear student progress - Students, staff and parent perception survey results - Increase the percentage of positive endorsement in the student AToSS - Student Voice & Agency from 61% to 68% - Stimulating Learning from 77% to 82% - Self-regulation & Goal Setting from 80% to 82% - Motivation & Interest from 72% to 77% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Schedule and organise regular professional learning on strategies to implement a cohesive approach to developing student learning goals.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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

Purchase Fountas & Pinnell SOSA Wheels to display student learning goals.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <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
- Investigate approaches to engage parent involvement in knowing and understanding their child/rens learning goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <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 4	To enhance the wellbeing of all students.			
12 Month Target 4.1	By 2023 increase the percentage of positive endorsement in the student AToSS: Sense of connectedness from 69% (2021) to 75% or above Teacher concern from 73% (2021) to 75% or above			

	Emotional awareness and regulation from 64% (2021) to 70% or above Perseverance from 70% (2021) to 73% or above By 2023 increase decrease student absence rates (three-year average)			
12 Month Target 4.2	Percentage of students with 20 or more absence days from 26% (2020) to 24% or less			
KIS 1 Health and wellbeing	To utilise evidence-based practices to support mental health.			
Actions	- Embed positive mental health approaches in staff professional practice			
Outcomes	<ul style="list-style-type: none"> - Teachers will implement and model consistent routines - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success 			
Success Indicators	<ul style="list-style-type: none"> - Internal and external professional learning attendance and shared readings for staff are documented - Teacher reports of student wellbeing concerns - Attendance data - Increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none"> - Sense of connectedness from 69% to 75% or above - Teacher concern from 73% to 75% or above - Emotional awareness and regulation from 64% to 70% or above - Perseverance from 70% to 73% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Investigate the mental health menu to inform our whole strategy for wellbeing and social needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Principal			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$262,477.66	\$262,477.66	\$0.00
Disability Inclusion Tier 2 Funding	\$160,112.97	\$160,112.97	\$0.00
Schools Mental Health Fund and Menu	\$19,380.95	\$19,380.95	\$0.00
Total	\$441,971.58	\$441,971.58	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	\$1,000.00
- Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$10,000.00
- Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement	\$120,000.00
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	\$10,000.00
Provide opportunity for PLC leaders to attend professional development sessions with a PLC link school to discuss the PLC Inquiry Cycle.	\$2,000.00

Provide extra time release for PLC leaders to plan for the embedding of the PLC process.	\$5,000.00
- Develop an ongoing partnership with the local link school to support the implementation of the PLC inquiry cycle.	\$3,000.00
- Schedule and organise regular professional learning on strategies to implement a cohesive approach to developing student learning goals.	\$2,000.00
- Investigate approaches to engage parent involvement in knowing and understanding their child/rens learning goals.	\$1,000.00
- Investigate the mental health menu to inform our whole strategy for wellbeing and social needs	\$1,000.00
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	\$1,000.00
- Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students	\$80,000.00
Totals	\$236,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
- Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and	from: Term 2 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

monitoring data throughout the year			
Provide opportunity for PLC leaders to attend professional development sessions with a PLC link school to discuss the PLC Inquiry Cycle.	from: Term 1 to: Term 3	\$110,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Provide extra time release for PLC leaders to plan for the embedding of the PLC process.	from: Term 1 to: Term 4	\$110,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
- Develop an ongoing partnership with the local link school to support the implementation of the PLC inquiry cycle.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
- Schedule and organise regular professional learning on strategies to implement a cohesive approach to developing student learning goals.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
- Investigate approaches to engage parent involvement in knowing and understanding their child/rens learning goals.	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
- Investigate the mental health menu to inform our whole strategy for wellbeing and social needs	from: Term 2 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
- Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with	from: Term 1 to: Term 4	\$977.66	<input checked="" type="checkbox"/> School-based staffing

parents/carers/kin of at risk students			
Totals		\$262,477.66	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 2 to: Term 4	\$4,000.00	
- Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement	from: Term 1 to: Term 2	\$74,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Learning Specialist
- Investigate approaches to engage parent involvement in knowing and understanding their child/rens learning goals.	from: Term 2 to: Term 4	\$1,175.00	
- Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students	from: Term 1 to: Term 4	\$80,937.97	
Totals		\$160,112.97	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	from: Term 2 to: Term 4	\$15,380.95	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
- Investigate the mental health menu to inform our whole strategy for wellbeing and social needs	from: Term 2 to: Term 2	\$1,500.00	
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models
Totals		\$19,380.95	

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
- Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Mental Health Menu	<input checked="" type="checkbox"/> On-site
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Learning Specialist <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Provide opportunity for PLC leaders to attend professional development sessions with a PLC link school to discuss the PLC Inquiry Cycle.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Canadian Lead PS - PLC Link School

- Establish processes and protocols for regular moderation of the PLC Inquiry Cycle within teaching teams	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 2 Term 2 with a focus on formative assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Develop an ongoing partnership with the local link school to support the implementation of the PLC inquiry cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Canadian Lead PS - PLC Link School
- Schedule and organise regular professional learning on strategies to implement a cohesive approach to developing student learning goals.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
- Investigate approaches to engage parent involvement in knowing and understanding	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

their child/rens learning goals.						
- Investigate the mental health menu to inform our whole strategy for wellbeing and social needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site