

2022 Annual Implementation Plan

for improving student outcomes

Pascoe Vale Primary School (3081)



Submitted for review by Anne Naughton (School Principal) on 21 February, 2022 at 05:41 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 01 March, 2022 at 12:42 PM
Endorsed by Paul Wise (School Council President) on 21 March, 2022 at 02:08 PM

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 | Embedding |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |

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| 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 | |

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| 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 | |

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

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| Enter your reflective comments | During 2021, the school continued to grow and develop, despite extended periods of lockdown. Professional learning focus areas included further building teacher capacity in analysing data to identify student learning needs and the development of shared understandings in moderating student work samples. Moderated work samples informed the provision of ongoing reporting to parents through Learning Progress Reports. A highly successful tutoring and Additional Assistance program was a feature of 2021. The program was closely aligned to classwork and incorporated school wide data sets to select |
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| | <p>students and measure their learning growth. Wellbeing***</p> |
| Considerations for 2022 | <p>Continue to implement the school's robust formative and summative assessment schedule, including expanding the data analysis element of PLC processes. Continue to use explicit data sets to inform the selection of students for the Tutoring program and to measure their development. Further develop student voice, agency and self confidence as learners through formalising student goal writing approaches and modifying teaching and learning to ensure student voice is incorporated. Wellbeing****</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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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> |
| 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 | Improve student outcomes in literacy and numeracy. |
| Target 2.1 | By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for: <ul style="list-style-type: none"> • Reading from 54% (2019) to 65% • Writing from 24% (2019) to 50% • Numeracy from 45% (2019) to 55% |
| Target 2.2 | By 2024, increase the percentage of students who achieve above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Reading from 23% (2019) to 40% • Writing from 39% (2019) to 45% |

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| | <ul style="list-style-type: none"> Numeracy from 32% (2019) to 40% |
| Target 2.3 | <p>By 2024, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <ul style="list-style-type: none"> Reading from 76% (2018–19, Semester 2) to 85% Writing from 77% (2018–19, Semester 2) to 85% Number and Algebra from 79% (2018–19, Semester 2) to 85% |
| Target 2.4 | <p>By 2024, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <ul style="list-style-type: none"> Academic emphasis from 74% (2019) to 80% Collective efficacy from 80% (2019) to 85% Teacher collaboration from 67% (2019) to 75% Guaranteed and viable curriculum from 72% (2019) to 80% |
| Key Improvement Strategy 2.a Building practice excellence | Embed an agreed school-wide pedagogical model that integrates the HITS to enable high quality instruction in every classroom. |
| Key Improvement Strategy 2.b Building practice excellence | Strengthen the PLC approach to build teacher practice using collaborative cycles of inquiry. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build teacher capability to use data and formative assessment to teach to each student's point of learning. |

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| Goal 3 | Improve student engagement outcomes. |
| Target 3.1 | <p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Student voice and agency from 70% (2019) to 75% • Motivation and interest from 77% (2019) to 85% • Stimulating learning from 82% (2019) to 85% • Effective teaching time from 83% (2019) to 88% |
| Target 3.2 | <p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 59% (2019) to 70% • Focus on learning on real-life problems from 68% (2019) to 75% |
| Target 3.3 | <p>By 2024, improve positive endorsement on the POS for:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% (2019) to 85% • Effective teaching time from 81% (2019) to 85% • Student motivation and support from 78% (2019) to 85% |
| Key Improvement Strategy 3.a Building practice excellence | Build staff understanding of the meaning, importance and benefits of student voice and agency in learning. |
| Key Improvement Strategy 3.b | Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners. |

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| Empowering students and building school pride | |
| Goal 4 | Improve student wellbeing outcomes. |
| Target 4.1 | <p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Teacher concern from 75% (2019) to 83% • Managing bullying from 74% (2019) to 80% • Classroom behaviour from 74% (2019) to 80% • Respect for diversity from 75% (2019) to 80% |
| Target 4.2 | <p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Support the growth of the whole student from 82% (2019) to 86% • Trust in students and parents from 75% (Principal and Teacher respondents, 2019) to 80% |
| Target 4.3 | By 2024, improve the result on the school-based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2019) to 4.2 |
| Key Improvement Strategy 4.a Health and wellbeing | Strengthen staff knowledge and skills to implement the school-wide SEL program. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <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>By 2023, increase the percentage of year 5 students in the top 2 Naplan bands Reading from 62% to 65% Writing from 43% to 50% Numeracy from 53% to 60%</p> <p>By 2023, increase the percentage of students who achieve above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 23% (2019) to 40% • Writing from 39% (2019) to 45% • Numeracy from 32% (2019) to 40% <p>By 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 76% (2018–19, Semester 2) to 85% • Writing from 77% (2018–19, Semester 2) to 85% • Number and Algebra from 79% (2018–19, Semester 2) to 85% <p>By 2023, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 74% (2019) to 80% |

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| | | | <ul style="list-style-type: none"> • Collective efficacy from 80% (2019) to 85% • Teacher collaboration from 67% (2019) to 75% • Guaranteed and viable curriculum from 72% (2019) to 80% <p>By 2023, improve positive endorsement on the AToSS for:</p> <p>Teacher concern from 82% (2021) to 83%</p> <p>Managing bullying from 86% (2021) to 88%</p> <p>Classroom behaviour from 87% (2021) to 89%</p> <p>Respect for diversity from 83% (2021) to 85%</p> <p>By 2023 improve positive endorsement on the SSS for:</p> <p>Support the growth of the whole student from 82% (2021) to 86%</p> <p>Trust in students and parents from 75% (Principal and Teacher respondents, 2021) to 80%</p> |
| Improve student outcomes in literacy and numeracy. | No | <p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading from 54% (2019) to 65% • Writing from 24% (2019) to 50% | |

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| Improve student engagement outcomes. | Yes | <p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Student voice and agency from 70% (2019) to 75% • Motivation and interest from 77% (2019) to 85% • Stimulating learning from 82% (2019) to 85% • Effective teaching time from 83% (2019) to 88% | <p>Student voice and agency from 80% (2021) to 80%</p> <p>Motivation and interest from 82% (2021) to 85%</p> <p>Stimulating learning from 89% (2021) to 90%</p> <p>Effective teaching time from 88% (2021) to 90%</p> |
| | | <p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 59% (2019) to 70% • Focus on learning on real-life problems from 68% (2019) to 75% | <p>Use student feedback to improve practice from 77% (2021) to 80%</p> <p>Focus on learning on real-life problems from 81% (2021) to 83%</p> |
| | | <p>By 2024, improve positive endorsement on the POS for:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% (2019) to 85% • Effective teaching time from 81% (2019) to 85% | <p>Student agency and voice from 79% (2021) to 82%</p> <p>Effective teaching time from 71%(2021) to 75%</p> <p>Student motivation and support from 81% (2021) to 85%</p> |

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| | | <ul style="list-style-type: none"> • Student motivation and support from 78% (2019) to 85% | |
| Improve student wellbeing outcomes. | No | <p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Teacher concern from 75% (2019) to 83% • Managing bullying from 74% (2019) to 80% • Classroom behaviour from 74% (2019) to 80% • Respect for diversity from 75% (2019) to 80% | |
| | | <p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Support the growth of the whole student from 82% (2019) to 86% • Trust in students and parents from 75% (Principal and Teacher respondents, 2019) to 80% | |
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| <p>Goal 1</p> | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| <p>12 Month Target 1.1</p> | <p>By 2023, increase the percentage of year 5 students in the top 2 Naplan bands Reading from 62% to 65% Writing from 43% to 50% Numeracy from 53% to 60%</p> <p>By 2023, increase the percentage of students who achieve above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 23% (2019) to 40% • Writing from 39% (2019) to 45% • Numeracy from 32% (2019) to 40% <p>By 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 76% (2018–19, Semester 2) to 85% • Writing from 77% (2018–19, Semester 2) to 85% • Number and Algebra from 79% (2018–19, Semester 2) to 85% <p>By 2023, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 74% (2019) to 80% • Collective efficacy from 80% (2019) to 85% • Teacher collaboration from 67% (2019) to 75% • Guaranteed and viable curriculum from 72% (2019) to 80% <p>By 2023, improve positive endorsement on the AToSS for:</p> <p>Teacher concern from 82% (2021) to 83% Managing bullying from 86% (2021) to 88% Classroom behaviour from 87% (2021) to 89% Respect for diversity from 83% (2021) to 85%</p> <p>By 2023 improve positive endorsement on the SSS for:</p> <p>Support the growth of the whole student from 82% (2021) to 86% Trust in students and parents from 75% (Principal and Teacher respondents, 2021) to 80%</p> |

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| 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 | Improve student engagement outcomes. | |
| 12 Month Target 2.1 | Student voice and agency from 80% (2021) to 80% Motivation and interest from 82% (2021) to 85% Stimulating learning from 89% (2021) to 90% Effective teaching time from 88% (2021) to 90% | |
| 12 Month Target 2.2 | Use student feedback to improve practice from 77% (2021) to 80% Focus on learning on real-life problems from 81% (2021) to 83% | |
| 12 Month Target 2.3 | Student agency and voice from 79% (2021) to 82% Effective teaching time from 71%(2021) to 75% Student motivation and support from 81% (2021) to 85% | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 1 Building practice excellence | Build staff understanding of the meaning, importance and benefits of student voice and agency in learning. | Yes |
| KIS 2 Empowering students and building school pride | Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners. | 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. | As discovered through our review in 2021 and guided by our School Strategic plan we need to further develop our student' s voice and agency in their learning and more broadly in their lives. To succeed in this we need to further develop staff understandings and capabilities, closely connected to Principle Practices and High Impact Strategies. | |

Define Actions, Outcomes and Activities

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| <p>Goal 1</p> | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
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| | <p>Support the growth of the whole student from 82% (2021) to 86%</p> <p>Trust in students and parents from 75% (Principal and Teacher respondents, 2021) to 80%</p> |
| <p>KIS 1 Priority 2022 Dimension</p> | <p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| <p>Actions</p> | <p>Develop a whole school understanding of assessment, data and their use in collaborative inquiry cycles. Further refine and build the whole school wide pedagogical practices.</p> |
| <p>Outcomes</p> | <ul style="list-style-type: none"> - Leaders will lead and support staff via coaching, mentoring and professional learning - Principal Class will develop the capacity of team leaders to implement school wide initiatives at team (PLC) level - Teachers will continue to identify student learning needs through both diagnostic formative and summative assessment data - Teachers will continue to fully implement the school's assessment schedule, keep records and use data analysis to inform planning - PLCs will meet regularly to engage in reflective practice, evaluate and plan curriculum, assessments and lesson sequences - Teachers and tutors will plan for and implement differentiated teaching based on student learning data to meet individual student needs - Students will know how lessons are structured and how this supports their learning - Students will know and increasingly articulate the next steps to progress their learning |
| <p>Success Indicators</p> | <ul style="list-style-type: none"> - Curriculum documentation will continue to show differentiation for cohorts of student learners - Formative and summative assessment rubrics will show student learning growth - Summative assessment including PAT M, PAT R, Probe, Running Records and moderated writing samples will indicate achievement of semester and 12 month target progress - Victorian Curriculum judgements will show growth in learning and achievement of 12 month targets - Teacher records and observation across the year will indicate student learning through observation notes, annotated work samples, running records, pre and post tests and writing matrix - ATOSS Student feedback - Naplan results in grades 3 and 5 including comparison to like schools, students achieving top to bands and grade 5 benchmark growth |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
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| Refine the school's PLC approach, establishing expected routines and protocols with particular focus on curriculum documentation and data analysis to plan differentiation | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <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 |
| Implement professional learning on assessment moderation with particular focus on Learning Progress Reports and student writing sample moderation | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <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 |
| Further develop staff capacity in assessment, data analysis and differentiation in order to identify, plan for and implement students' individual learning needs | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$2,000.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| - Continue to develop a documented school wide approach to teaching and learning with a particular focus on literacy and numeracy | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | <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 |
| - Further embed the PLC structure across the school to support teacher collaboration, reflection and teaching and learning practice | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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 |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| - Further develop staff capacity to moderate assessment tasks and student work samples | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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 |
| - Expand the school's tutoring program to provide additional, targeted support in literacy and numeracy | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$100,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p>- Continue to develop a documented school wide approach to teaching and learning with a particular focus on literacy and numeracy</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | -Continue with whole school approach to wellbeing to consider actions at the leadership, teacher and student levels -Embed/strengthen SEL within the school | | | |
| Outcomes | - Teachers, leaders and the school community will continue to have share a common understanding of the whole school approach to well being, agreed routines and processes - Student be able to reflect on the use of self regulation strategies -Student wellbeing is catered for and improved | | | |
| Success Indicators | Whole school level: - Classroom and peer observations notes analysis - Observations of changes to classroom practices - Documentation of scope and sequence, policies or programs | | | |

| | <ul style="list-style-type: none"> - Curriculum documentation reflecting social and emotional learning <p>Classroom level:</p> <ul style="list-style-type: none"> - Students engagement in well being programs (feedback, participation, classroom observations) - Documentation of resources for well being programs - Documentation of referrals and communication processes regarding monitoring and escalating well being concerns - Teacher reports of student well being concerns <p>Individual and tailored level:</p> <ul style="list-style-type: none"> - Data used to identify students in need of targeted support - Documentation of self regulation strategies students will use in classes and at school - Data used to identify students in need of targeted support CASEA survey - Engagement data from learning management systems such as Compass | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Plan for and schedule professional learning in consistent approaches to SEL (CASEA, Ramon Lewis Behaviour Management), including subsequent sessions to determine impact and review actions. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop curriculum SEL lessons/units/scope and sequence collaboratively with PLCs. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$1,000.00 |

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|--|--|---|----------------------------------|--|
| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop peer-observation process as agreed by staff | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop curriculum resources which reflect wellbeing and social-emotional learning focus | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(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 |

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|--|--|--|----------------------------------|---|
| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop documentation for whole school wellbeing program | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Designated principal class employee to monitor student wellbeing and engagement using the Chronicle for behavior, tracking student absences, and making referrals to the services provided by DET, SSSO, On-Psych psychologist, etc. | <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$150,000.00 <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 |

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| Goal 2 | Improve student engagement outcomes. |
| 12 Month Target 2.1 | Student voice and agency from 80% (2021) to 80% Motivation and interest from 82% (2021) to 85% Stimulating learning from 89% (2021) to 90% Effective teaching time from 88% (2021) to 90% |
| 12 Month Target 2.2 | Use student feedback to improve practice from 77% (2021) to 80% Focus on learning on real-life problems from 81% (2021) to 83% |
| 12 Month Target 2.3 | Student agency and voice from 79% (2021) to 82% Effective teaching time from 71%(2021) to 75% Student motivation and support from 81% (2021) to 85% |
| KIS 1 Building practice excellence | Build staff understanding of the meaning, importance and benefits of student voice and agency in learning. |
| Actions | -PVPS will develop a shared understanding of what student agency, voice and leadership means at our school. |
| Outcomes | <ul style="list-style-type: none"> - Principal Class will develop the capacity of team leaders to implement school wide initiatives at team (PLC) level - Leaders will lead and support staff via coaching, mentoring and professional learning - Teachers will understand the importance of empowering students and have the tools and skills to plan for and implement improved student voice, agency and leadership. - Teachers will undertake evidenced based professional learning. - PLC's will plan and implement opportunities and activities which empower student voice, agency and leadership - Students will be given opportunities to have agency and self control of their learning. |
| Success Indicators | <p>AToS</p> <ul style="list-style-type: none"> -Student agency and voice -Student motivation and support <p>Teacher Survey</p> <ul style="list-style-type: none"> -Promote student ownership of learning goals -Teachers in this school work together to support the growth and learning of the whole student. |

-Believe student engagement is key to learning: Teachers in this school believe that

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|--|--|----------------------------|--|
| Professional learning in student agency, voice and leadership. (Amplify) | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Analyse the AToS, teacher and parent survey data in relation to student voice with staff and develop strategies based on learnings. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input checked="" 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 |

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|---|--|---|--|---|
| <p>- Develop student goal setting processes and action plans in relation to literacy and numeracy</p> | <p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 2 to: Term 4</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>KIS 2 Empowering students and building school pride</p> | <p>Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners.</p> | | | |
| <p>Actions</p> | <p>Review and refine the curriculum plans to identify and implement authentic opportunities for students to self regulate, direct and co-design their learning.</p> | | | |
| <p>Outcomes</p> | <ul style="list-style-type: none"> - Students will understand explicitly that self efficacy and agency in their learning and and beyond. - Students will know and increasingly articulate the next steps to progress their learning - Students will have planned opportunities to lead, make decisions and have agency in their learning. - Leaders will develop Team Leaders to lead the implementation of student agency opportunities and skill development through the individual classrooms of their team members. - Leaders will structure processes and resources to enable student leadership and decision making. -Teachers will provide planned and structure activities to build student agency, voice and leadership, providing feedback, tools and developing skills. | | | |
| <p>Success Indicators</p> | <p>Parent survey</p> <ul style="list-style-type: none"> -Student agency and voice <p>AToS</p> <ul style="list-style-type: none"> -Student agency and voice -Student motivation and support | | | |

| | <p>-PIVOT survey data - student generated/contribution to goals, success criteria, planning and student decision making eg Junior school Council feedback and decisions.</p> | | | |
|---|---|--|----------------------------------|--|
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Develop methods for teachers to set success criteria's, rubrics and forms of feedback (teacher, peer and self) to enable students to take next steps in their learning and set goals. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) | <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 |
| Through student representation the student body will have a voice about and inclusion in some school decisions and will periodically report to school council. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <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 |

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|--|--|---|--|---|
| <p>Having profession learning in the constructing and use of feedback (teacher, peer and self) as a tool to knowing the next step of learning.</p> | <p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</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>Showcase of activities, planning and strategies used to promote student agency, voice leadership and feedback.</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</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>- Develop student goal setting processes and action plans</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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|--|---|---------------------------------------|----------------------------------|--|
| | | | | <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 |
| Through the team planning set opportunities for students to contribute to and make choices in their learning. (subjects, modes of implementation and inclusion of areas of interest) | <input checked="" type="checkbox"/> All Staff | <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 | \$40,713.20 | \$150,000.00 | -\$109,286.80 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$40,713.20 | \$150,000.00 | -\$109,286.80 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|--------------|
| Designated principal class employee to monitor student wellbeing and engagement using the Chronicle for behavior, tracking student absences, and making referrals to the services provided by DET, SSSO, On-Psych psychologist, etc. | \$150,000.00 |
| Totals | \$150,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|-----------------|------------------------|---|
| Designated principal class employee to monitor student wellbeing and engagement using the Chronicle for behavior, tracking | from: Term 1 | \$150,000.00 | <input checked="" type="checkbox"/> School-based staffing |

| | | | |
|---|---------------|--------------|--|
| student absences, and making referrals to the services provided by DET, SSSO, On-Psych psychologist, etc. | to: Term 4 | | |
| Totals | | \$150,000.00 | |

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|--|---|---|---|
| Refine the school's PLC approach, establishing expected routines and protocols with particular focus on curriculum documentation and data analysis to plan differentiation | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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 |
| Implement professional learning on assessment moderation with particular focus on Learning Progress Reports and student writing sample moderation | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |
| Further develop staff capacity in assessment, data analysis and differentiation in order to identify, plan for and implement students' individual learning needs | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| - Further embed the PLC structure across the school to support teacher collaboration, reflection and teaching and learning practice | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------------|--|--|--|---|
| - Further develop staff capacity to moderate assessment tasks and student work samples | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Plan for and schedule professional learning in consistent approaches to SEL (CASEA, Ramon Lewis Behaviour Management), including subsequent sessions to determine impact and review actions. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Develop curriculum SEL lessons/units/scope and sequence collaboratively with PLCs. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <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"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Develop peer-observation process as agreed by staff | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------------|--|--|---|---|
| Develop curriculum resources which reflect wellbeing and social-emotional learning focus | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <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"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Develop documentation for whole school wellbeing program | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <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 Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Designated principal class employee to monitor student wellbeing and engagement using the Chronicle for behavior, tracking student absences, and making referrals to the services provided by DET, SSSO, On-Psych psychologist, etc. | <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Professional learning in student agency, voice and leadership. (Amplify) | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------------|---|--|--|---|
| Analyse the AToS, teacher and parent survey data in relation to student voice with staff and develop strategies based on learnings. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| - Develop student goal setting processes and action plans in relation to literacy and numeracy | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Develop methods for teachers to set success criteria's, rubrics and forms of feedback (teacher, peer and self) to enable students to take next steps in their learning and set goals. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Having profession learning in the constructing and use of feedback (teacher, peer and self) as a tool to knowing the next step of learning. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Showcase of activities, planning and strategies used to promote student agency, voice leadership and feedback. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <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"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| - Develop student goal setting processes and action plans | <input checked="" type="checkbox"/> All Staff | 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"/> Internal staff | <input checked="" type="checkbox"/> On-site |

