2022 Annual Implementation Plan

for improving student outcomes

Sunbury West Primary School (5006)

Submitted for review by Inga Wilson (School Principal) on 24 March, 2022 at 02:44 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 24 March, 2022 at 03:34 PM
Endorsed by Shane Mattox (School Council President) on 25 March, 2022 at 02:06 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	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	Evolving
	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	In 2021 the school focused its work on embedding instructional models in Literacy. Ongoing professional learning was undertaken by teams in both Reading and Writing. The school was fortunate to be involved in the DSSI Teaching Partners initiative which focused on the workshop model in reading. Despite the limitations of COVID-19, teams met regularly with the Teaching Partners to focus on consistent planning documentation, independent reading and implementation of the mini lesson. This professional learning was also complemented by two Curriculum Days which provided opportunities for reflection by staff (who had been collaborating remotely) and future planning. Middle level leaders participate in the regional Learning Circles program.

	Teams also engaged with the teaching Partners for the purpose of targeting specific needs at particular points in time. Teams continued to work with Narissa Leung via a professional development day, focussing on mentor texts in Reading and Writing. Staff also commenced documentation of a developmental and sequential Sccope and Sequence for Reading. The progress of PLCs was hindered due to limited opportunities to work collaboratively for sustained periods. Significant time during these meetings was also devoted to the Teaching Partners. School Wide Positive Behaviours continued to be embedded into the culture of the school and key staff finalised their regional training. The school undertook training as a partner school in the Respectful Relationships initiative with curriculum planning embedded into teaching and learning programs. The school has since become a lead school in the RRRR initiative.
Considerations for 2022	In 2022 the school will continue to focus on curriculum development, particularly in Literacy and Numeracy to ensure an agreed upon and sequential learning program for students that supports differentiation. Learner agency will be supported through student focused goal setting and the use of evidence based data. PLCs will continue to be a priority to promote targeted interventions, particularly in Numeracy. Building staff capacity in the use of data will also be key to the success of the inquiry process. The school will engage at the Principal class and middle leader level in the SDR Communities of Practice with a focus on Numeracy. A structured and tiered approach to student wellbeing will be supported by ongoing work in School Wide Positive Behaviours, Resilience, Rights and Respectful Relationships and the Chaplaincy Program.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN: • Reading to increase from 79% (2021) to 88% or above • Writing to increase from 62% (2021) to 80% or above • Numeracy to increase from 61% (2021) to 80% or above
Target 2.2	By 2025 increase the percentage of students achieving in the top two bands in NAPLAN: Year 5 • Reading to increase from 12% (2021) to 35% or above

	• Writing to increase from 13% (2021) to 25% or above • Numeracy to increase from 15% (2021) to 30% or above
Target 2.3	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): • Reading from 77% (2020) to 85% or above • Writing from 75% (2020) to 80% or above • Number and algebra 80% (2020) to 85% or above
Key Improvement Strategy 2.a Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To further embed consistent high–quality instructional practices across the school.
Key Improvement Strategy 2.c Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC model.
Goal 3	To improve learner agency.
Target 3.1	By 2025 increase the percentage of positive endorsement in the student AToSS: • Student voice and agency from 70% (2021) to 79% or above • Stimulating learning from 74% (2021) to 84% or above • Self–regulation and goal setting from 84% (2021) to 90% or above

Target 3.2	By 2025 increase the percentage of positive endorsement in the SSS: • Academic emphasis from 76% (2020) to 87% or above • Collective efficacy from 84% (2020) to 91% or above • Teacher collaboration from 75% (2020) to 86% or above • Parent and community involvement from 77% (2020) to 88% or above
Target 3.3	By 2025 increase the percentage of positive endorsement in the POS: • Parent participation and involvement from 66% (2020) to 76% or above • Student agency and voice from 74% (2020) to 81% or above • Teacher communication from 71% (2020) to 80% or above
Key Improvement Strategy 3.a Building practice excellence	To further enhance teacher capacity to activate 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 their progress.
Key Improvement Strategy 3.c Parents and carers as partners	To enhance authentic learning partnerships between students, families and community stakeholders.
Goal 4	To strengthen the wellbeing of all students.

Target 4.1	By 2025 increase the percentage of positive endorsement in the student AToSS": • Motivation and interest from 72% (2021) to 80% or above • Sense of connectedness from 74% (2021) to 81% or above • Perseverance from 68% (2021) to 78% or above • Emotional awareness and regulation from 68% (2021) to 77% or above
Target 4.2	By 2025 increase decrease student absence rates: • Percentage of students with 20 or more absence days from 30% (2020) to 23% or less
Key Improvement Strategy 4.a Health and wellbeing	To embed a whole school tiered approach to mental health and wellbeing.
Key Improvement Strategy 4.b Building practice excellence	To build staff capacity and systems to support and respond to identified social, emotional and wellbeing needs of individuals and cohorts.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	1.1 By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN Reading to increase from 79% (2021) to 81.2% or above Numeracy to increase from 61% (2021) to 66% or above 1.2 By 2025 increase the percentage of students achieving in the top two bands in NAPLAN Year 5 Reading to increase from 12% (2021) to 18% or above Numeracy to increase from 15% (2021) to 18% or above 1.3 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). Reading from 77% (2020) to 79% or above Number and algebra 80% (2020) to 81.5% or above

			3.1 By 2025 increase the percentage of positive endorsement in the student AToSS" Motivation and interest from 72% (2021) to 80% or above Sense of connectedness from 74% (2021) to 81% or above Perseverance from 68% (2021) to 78% or above Emotional awareness and regulation from 68% (2021) to 77% or above
To maximise learning growth for all students.	Yes	By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN: • Reading to increase from 79% (2021) to 88% or above • Writing to increase from 62% (2021) to 80% or above • Numeracy to increase from 61% (2021) to 80% or above	1.1 By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN Reading to increase from 79% (2021) to 81.2% or above Writing to increase from 62% (2021) to 66.5% or above Numeracy to increase from 61% (2021) to 66% or above
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To improve learner agency.	Yes	By 2025 increase the percentage of positive endorsement in the student AToSS: • Student voice and agency from 70% (2021) to 79% or above • Stimulating learning from 74% (2021) to 84% or above • Self–regulation and goal setting from 84% (2021) to 90% or above	2.1 By 2025 increase the percentage of positive endorsement in the student AToSS: Student voice and agency from 70% (2021) to 79% or above Stimulating learning from 74% (2021) to 84% or above Self–regulation and goal setting from 84% (2021) to 90% or above
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		• Parent and community involvement from 77% (2020) to 88% or above	77% (2020) to 88% or above
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To strengthen the wellbeing of all students.	No	By 2025 increase the percentage of positive endorsement in the student AToSS": • Motivation and interest from 72% (2021) to 80% or above • Sense of connectedness from 74% (2021) to 81% or above • Perseverance from 68% (2021) to 78% or above • Emotional awareness and regulation from 68% (2021) to 77% or above	
		By 2025 increase decrease student absence rates:	

		• Percentage of students with 20 or more absence days from 30% (2020) to 23% or less

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	1.1 By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN Reading to increase from 79% (2021) to 81.2% or above Numeracy to increase from 61% (2021) to 66% or above 1.2 By 2025 increase the percentage of students achieving in the top two bands in NAPLAN Year 5 Reading to increase from 12% (2021) to 18% or above Numeracy to increase from 15% (2021) to 18% or above 1.3 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). Reading from 77% (2020) to 79% or above Number and algebra 80% (2020) to 81.5% or above 3.1 By 2025 increase the percentage of positive endorsement in the student AToSS" Motivation and interest from 72% (2021) to 80% or above Sense of connectedness from 74% (2021) to 81% or above Perseverance from 68% (2021) to 78% or above Emotional awareness and regulation from 68% (2021) to 77% or above
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	1.1 By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN Reading to increase from 79% (2021) to 81.2% or above Writing to increase from 62% (2021) to 66.5% or above Numeracy to increase from 61% (2021) to 66% or above
12 Month Target 2.2	1.2 By 2025 increase the percentage of students achieving in the top two bands in NAPLAN Year 5 Reading to increase from 12% (2021) to 18% or above Writing to increase from 13% (2021) to 16% or above Numeracy to increase from 15% (2021) to 18% or above
12 Month Target 2.3	1.3 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). Reading from 77% (2020) to 79% or above Writing from 75% (2020) to 76% or above Number and algebra 80% (2020) to 81.5% or above

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated teaching and learning.	Yes
KIS 2 Evidence-based high-impact teaching strategies	To further embed consistent high–quality instructional practices across the school.	Yes
KIS 3 Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC model.	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.	During the Review the panel scrutinised NAPLAN benchmark growth data and Victorian Curriculum teacher judgement data and considered that student learning outcomes were variable. The panel found that teacher data literacy was improving, but triangulation of data, and overall validity of teacher judgement data was not yet fully developed in all teachers. Similarly, teachers' use of data to ensure differentiation of teaching and learning was not yet fully embedded, and the development of the PLC approach had been impacted by remote and flexible learning. The school was not yet fully monitoring the impact of teaching on student learning outcomes or learning growth. The panel agreed with teachers and leaders that formal opportunities to share practice and learn from each other through planned collaboration would also assist the consistency of practice and improve learning outcomes for all students. Whilst efforts were made to implement learning walks and peer observations, progress was hindered due to COVID restrictions.	
Goal 3	To improve learner agency.	
12 Month Target 3.1	2.1 By 2025 increase the percentage of positive endorsement in the student AToSS: Student voice and agency from 70% (2021) to 79% or above Stimulating learning from 74% (2021) to 84% or above Self–regulation and goal setting from 84% (2021) to 90% or above	
12 Month Target 3.2	2.2 By 2025 increase the percentage of positive endorsement in the SSS: Academic emphasis from 76% (2020) to 87% or above Collective efficacy from 84% (2020) to 91% or above Teacher collaboration from 75% (2020) to 86% or above	

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12 Month Target 3.3	2.3 By 2025 increase the percentage of positive endorsement in the POS: Parent participation and involvement from 66% (2020) to 76% or above Student agency and voice from 74% (2020) to 81% or above Teacher communication from 71% (2020) to 80% or above

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To further enhance teacher capacity to activate learner agency.	Yes
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 their progress.	No
KIS 3 Parents and carers as partners	To enhance authentic learning partnerships between students, families and community stakeholders.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The concept of students monitoring their learning, including setting learning goals and planning the next steps in their learning were not yet fully embedded and student learning was still mainly teacher led. Teachers' deep understanding of the processes to support students to take ownership of their own learning were not yet consistently embedded throughout the school, and there was a lack of an agreed whole school approach to scaffolding learner agency. Findings from the Review concluded that developing strategies to build teacher capacity and student ability in these areas, supported by families and other key community members, would empower students to improve engagement with planning and monitoring their own learning, and as a result improve learning outcomes over the next strategic planning period.	

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.
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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	Providing extension in English and Numeracy to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Number. Implementation of a tutoring program for students in grades 1-6 for students in Reading and Numeracy

Outcomes	Selected students will have: Taken part in tutoring or extension programs and will have had their progress monitored and moderated. Teachers/Staff will have: Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. Implemented a tutoring program across grades 1-6 focusing on English and Numeracy Leaders will have: Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. Tracked the progress of the programs and provided rigour around the accountability of programs and discontinuation of students from the program.
Success Indicators	Achievement data from foundation students who have taken part in the oral language program NAPLAN and PAT analysis of the impact on student achievement and growth for students in tutoring and/or extension programs Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Prioritise time in the timetable for teachers and tutors to address students' intervention needs in Literacy and Numeracy. Teachers and tutors will meet for planning purpose and feedback regarding student progress.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Engage with parents/carers to ensure appropriate supports are in place for learning intervention support (Tutor Program)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish criteria for identifying students requiring individual and tailored support. Track and monitor student access to and participation in the Tutor Learning Initiative and school based intervention.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Establish a multi-tiered response model to support student mental health and well being. Develop a whole school behaviour support management template to document Tier 3 students' individual support needs. Students with emerging or acute well being needs identified and referred appropriately.

Outcomes	Students:
	With emerging or acute well being needs remain connected to school and peers and experience learning success.
	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting student well being and promoting a positive and inclusive school climate.
	Teachers will:
	Implement a range of interventions in their classroom to support student well being, and refer to the Tiered framework when setting up appropriate supports for their students.
	Document on Compass or in IEPs the strategies and supports students will use at school.
	Leaders will provide opportunities for student supports to be shared with relevant staff, and develop agreed monitoring processes.
Success Indicators	Use of data to identify students in need of targeted support.
	Consistent record keeping (referrals/communications) on Compass to support teachers in identifying, monitoring and escalating Tier 2/ 3 students.
	Policies and Programs show documentation of a multi-tiered response model to support student health and wellbeing.
	Student IEP include targeted adjustments and support for Tier 2 students.
	Personalised Behaviour Management Support Plans consistently documented and referred to by all staff for Tier 3 students.
	Documentation on Compass or in IEPs the strategies and supports students will use at school.
	Professional Learning attendance for staff documented.
	Student Engagement data (ATOSS, PIVOT)
	Semester 2 teacher judgements against the Wellbeing Capabilities.
	Snapshot data from staff participation in RRR initiative evaluation.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and document processes to enable a multi-tiered response model to support student mental health to be managed effectively - eg. regular time allocated in professional learning schedule for staff debrief and sharing of student management plans/successful supports.	☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish protocols and processes for at-risk students and embed these in the tiered response model. Establish a model for documentation and monitoring.	☑ Assistant Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Use the DET tool such as the Mental Health Planning tool to better understand student wellbeing needs. Identify target areas within SWPB, RRR and "Be You" for scheduled staff Professional Learning to enhance understanding of positive mental health promotion.	☑ All Staff ☑ Assistant Principal ☑ Respectful Relationships Implementation Team ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Student Engagement Leader to participate in continued Professional Learning on SWPBS and RRR at the regional level and participate in both lead school and cluster initiatives.	☑ Respectful Relationships Implementation Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	
Organise workshops with staff via scheduled meetings to seek input into the development of multi-tiered responses to support student mental health.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ 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	1.1 By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN Reading to increase from 79% (2021) to 81.2% or above Writing to increase from 62% (2021) to 66.5% or above

	Numeracy to increase from 61% (2021) to 66% or above
12 Month Target 2.2	1.2 By 2025 increase the percentage of students achieving in the top two bands in NAPLAN Year 5 Reading to increase from 12% (2021) to 18% or above Writing to increase from 13% (2021) to 16% or above Numeracy to increase from 15% (2021) to 18% or above
12 Month Target 2.3	1.3 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). Reading from 77% (2020) to 79% or above Writing from 75% (2020) to 76% or above Number and algebra 80% (2020) to 81.5% or above
KIS 1 Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated teaching and learning.
Actions	Use data-informed practices to identify and respond to the learning needs of students and monitor the impact of teaching and learning Develop a sequential and developmental curriculum that supports differentiated teaching and learning in Literacy and Numeracy
Outcomes	Students will Know what their next steps are to progress their learning using goals Teachers/Tutors will have: Provided regular feedback to students relevant to their stage of learning Confidently and accurately identify student learning needs based on formative and summative assessment data Tracked and monitored student progress using visual data walls Implemented differentiated teaching and learning to meet individual student needs within their class/group Established interventions/small group tutoring programs across the school Provided targeted academic support to students based on formative and summative data Identified and supported students in need of targeted academic support or intervention Provided Students on the Program for Students with Disabilities with the necessary adjustments that respond to their specific

	learning needs Used the Victorian Curriculum to plan a highly effective and differentiated approach to reading Participated in peer observations and use feedback to improve practice Leaders will have: Supported teaching staff to build assessment and differentiation practices through clear processed and professional learning Supported staff to use the Victorian Curriculum to plan a highly effective and differentiated approach to reading Facilitated and participate in peer observations Supported the establishment of interventions/small group tutoring programs across the school
Success Indicators	School curriculum documentation/planning will reflect plans for differentiation 'Tutor Learning Initiative (TLI)' meeting will show plans to support individual students' learning needs Formative and summative assessment will show learning growth with the use of data collection and data walls Student IEPs will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed through goals and strategies SSGs to reflect on the monitoring of IEP goals and future targets to show success and growth Assessment data/results (NAPLAN, PAT) align with teacher judgment (triangulation) Teacher judgments based on the Victorian Curriculum will show learning growth using triangulated data from summative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff will engage in regular professional learning via scheduled meeting structures and via PLC inquiry processes in the following areas: - data literacy - formative and summative assessment - triangulation of data - moderation - Teacher judgments based on the Victorian Curriculum	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Staff will engage in peer observations with a focus on differentiation in the classroom reflective of curriculum planning processes. Staff will collect and share evidence of findings within teams and at the whole school level.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will engage in scheduled time to build and populate literacy and numeracy curriculum documentation. This will include documentation such as: - Scope and sequence - Learning progressions - Guaranteed and Viable Curriculum - Instructional model (This work will be complemented by professional learning undertaken during the SDR Middle Leaders' Community of Practice)	☑ All Staff ☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Establish processes and protocols for regular moderation of student work within teaching teams and whole school use of diagnostic data to inform teaching and learning and PLC inquiry	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes/structures for collecting and monitoring school-wide data Review and update the assessment schedule to reflect the currency of practice in the use of formative and summative assessment data	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Evidence-based high-impact teaching strategies	To further embed consistent high–quality instructional practices across the school.
Actions	By the end of 2022, we will have revised our development of a guaranteed and viable curriculum across the school and implemented innovative and

	purposeful assessment practices, that captures what counts most to attain student improvement. Refine, consolidate, document and implement a consistent, agreed upon instructional model for Reading, Writing and Numeracy. Develop a professional learning strategy that promotes consistency of practice in relation to instructional models and high impact teaching and learning strategies
Outcomes	Students will: Be able to articulate what they are learning and why they are learning (LI, SC and rationale) Be able to self assess their progress across the curriculum using rubrics Be able to contribute to the construction of lesson success criteria Teachers will have: Used consistent planning documents across all areas of the curriculum Further developed their understanding of what constitutes explicit teaching and learning in Literacy and Numeracy. A deep understanding and knowledge of the literacy and numeracy instructional model A shared and common understanding for learning intention and success criteria in the use of teaching and learning Consistent instruction practices in literacy and numeracy Agreed and common understandings around the DET HITS document Leaders will have: Led AIP Teams to document the curriculum including an agreed instructional model. Commenced the creation of proficiency scales across all areas of Mathematics and English. Provided structured coaching to all teachers to support the viability of the curriculum.
Success Indicators	The school will have a documented guaranteed and viable curriculum across literacy (scope and sequence) The school will have a documented guaranteed and viable curriculum across numeracy (scope and sequence) whole school consistent planning documents and processes across the school Staff opinion survey will have a high percentage in staff collective efficacy, instructional leadership Student feedback on the instructional model through AToSS and Pivot survey

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Document agreed upon instructional models in Literacy and Numeracy to enhance shared pedagogical practices and consistent implementation of teaching and learning programs	☑ All Staff ☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will engage in structured learning walks to observe classes within and across teams. This will build upon and consolidate professional learning undertaken over the past two years as part of the DSSI Teaching Partners initiative in Reading. Learning walks will focus on: - consistency of practice in relation to the instructional model - a focus on high quality instructional practices including Learning Intentions, Success Criteria and Feedback	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will engage in ongoing professional learning at the whole school and team level with a focus on agreed upon understandings and implementation of high impact teaching strategies.	☑ All Staff ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC model.
Actions	Refine and consolidate the PLC inquiry process to target student achievement and implement appropriate interventions to ensure learning progress and growth for all students. Refine formative and summative assessment and measurement practices to validate teacher judgements.
Outcomes	Students will have targeted interventions relevant to their learning needs Students will be able to discuss learning progress and individual goals Teachers will have consistent PLC inquiry documentation Teachers will utilise a whole school strategy for collection and monitoring of assessment data/student data Teachers will confidently use data walls during the PLC inquiry process and be able to articulate students' current levels of achievement Teachers will engage in an agreed whole school PLC inquiry cycle with scheduled and structured PLC sessions for each team Teachers will identify student learning needs and use PLC data to set individualised learning goals for students pre and post and assessment implementation Teachers will have a school wide commitment to formative and summative assessment, pre and post testing and moderation Leaders will support teams and provide guidance in the implementation of the PLC inquiry process Leader will support PLC instructional leaders with relevant professional learning
Success Indicators	Pre and post assessment data to monitor growth and achievement Check in monitoring during PLC cycle with students Teacher records and observations of student progress while teacher consistently documenting PLC cycles Use of data walls demonstrating regular updates School based summative data - NAPLAN, PATR

	PLC minutes, inquiry cycle documentation and feedback from staff. AToSS, POP & Staff Opinion Data. Record of PLC celebration data				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Middle leaders will participate in the SDR Numeracy Community of Practice. Principal class will engage with middle leaders in an ongoing professional learning strategy using the inquiry cycle for improving student outcomes.	☑ KLA Leader ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teams will engage in regular and sustained PLC inquiry cycles using evidence based data for targeted interventions. At least one PLC inquiry cycle will focus on Numeracy as part of the priority goal and SDR Communities of Practice work. Teams will use formative and summative data achievement and attitudinal data to determine student growth.	☑ All Staff ☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Teams will build capacity in relation to data literacy through established protocols for the use and moderation of student data. Teams will regularly engage with data through formal structures as part of the PLC inquiry process, team planning and assessment and reporting processes.	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC instructional leaders will have access to ongoing professional learning to support implementation of the PLC inquiry process. The school will forge partnerships with regional personnel and link schools to build capacity.	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 3	$3,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will share data with students to empower them to set their own learning goals as part of formative assessment processes for the purpose of goal setting.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will engage in scheduled whole school celebration of inquiry cycles. Each team will give a presentation outlining the relevant stages of the inquiry, successes, challlenges and future directions.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Refine and consolidate the whole school assessment schedule to ensure that relative data is used for formative / summative purposes	☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Goal 3	To improve learner agency.				
12 Month Target 3.1	2.1 By 2025 increase the percentage of positive endorsement in the student AToSS: Student voice and agency from 70% (2021) to 79% or above Stimulating learning from 74% (2021) to 84% or above Self–regulation and goal setting from 84% (2021) to 90% or above				
12 Month Target 3.2	2.2 By 2025 increase the percentage of positive endorsement in the SSS: Academic emphasis from 76% (2020) to 87% or above Collective efficacy from 84% (2020) to 91% or above Teacher collaboration from 75% (2020) to 86% or above Parent and community involvement from 77% (2020) to 88% or above				
12 Month Target 3.3	2.3 By 2025 increase the percentage of positive endorsement in the POS: Parent participation and involvement from 66% (2020) to 76% or above Student agency and voice from 74% (2020) to 81% or above Teacher communication from 71% (2020) to 80% or above				
KIS 1 Building practice excellence	To further enhance teacher capacity to activate learner agency.				
Actions	To develop a professional learning strategy that supports staff understanding and capacity in relation to learner agency. Revisit the inquiry process within an integrated curriculum to enhance hands-on and authentic learning experiences for students.				
Outcomes	Students will actively contribute to the teaching and learning program have agreed understandings about student voice and agency be empowered to create their own learning goals be able to articulate what the learning intention is, why they are learning it and how they have been successful				

	Staff will have agreed understandings about student voice and agency agreed whole school process for the development of learning goals with students share knowledge and understandings across the school a wide variety of tools and resources to promote voice and agency Leaders will have agreed understandings about student voice and agency
Success Indicators	attitudinal data from AToSS and Pivot improvement in student opinion in Voice and Agency across ATOSS surveys, PIVOT surveys, student surveys documented evidence of students creating their own learning planning documents across the school have evidence of student voice and agency

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Development on student goal setting to support teacher capacity to activate student learning agency (Amplify and DET resources)	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Utilising the PLC inquiry focused on feedback (follow FISO Inquiry Cycle and questions from Amplify to reflect on our current knowledge of Student Voice and Agency)	☑ All Staff ☑ PLC Leaders	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a school agreed feedback model (specifically targeted to the developmental stage of learning)	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct ongoing student surveys to gauge student perception on voice and agency	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$60,667.00	$60,667.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$604.00	-$604.00
Total	**$60,667.00**	**$61,271.00**	**-$604.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop and document processes to enable a multi-tiered response model to support student mental health to be managed effectively - eg. regular time allocated in professional learning schedule for staff debrief and sharing of student management plans/successful supports.	$0.00
Establish protocols and processes for at-risk students and embed these in the tiered response model. Establish a model for documentation and monitoring.	$0.00
Use the DET tool such as the Mental Health Planning tool to better understand student wellbeing needs. Identify target areas within SWPB, RRR and "Be You" for scheduled staff Professional Learning to enhance understanding of positive mental health promotion.	$0.00
Student Engagement Leader to participate in continued Professional Learning on SWPBS and RRR at the regional level and participate in both lead school and cluster initiatives.	$2,000.00

Organise workshops with staff via scheduled meetings to seek input into the development of multi-tiered responses to support student mental health.	$0.00
Staff will engage in peer observations with a focus on differentiation in the classroom reflective of curriculum planning processes. Staff will collect and share evidence of findings within teams and at the whole school level.	$4,500.00
Staff will engage in scheduled time to build and populate literacy and numeracy curriculum documentation. This will include documentation such as: - Scope and sequence - Learning progressions - Guaranteed and Viable Curriculum - Instructional model (This work will be complemented by professional learning undertaken during the SDR Middle Leaders' Community of Practice)	$6,000.00
Middle leaders will participate in the SDR Numeracy Community of Practice. Principal class will engage with middle leaders in an ongoing professional learning strategy using the inquiry cycle for improving student outcomes.	$5,000.00
Totals	$17,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Engagement Leader to participate in continued Professional Learning on SWPBS and RRR at the regional level and participate in both lead school and cluster initiatives.	from: Term 2 to: Term 4	$2,000.00	☑ School-based staffing

Staff will engage in peer observations with a focus on differentiation in the classroom reflective of curriculum planning processes. Staff will collect and share evidence of findings within teams and at the whole school level.	from: Term 1 to: Term 4	$4,500.00	☑ School-based staffing ☑ CRT
Staff will engage in scheduled time to build and populate literacy and numeracy curriculum documentation. This will include documentation such as: - Scope and sequence - Learning progressions - Guaranteed and Viable Curriculum - Instructional model (This work will be complemented by professional learning undertaken during the SDR Middle Leaders' Community of Practice)	from: Term 1 to: Term 4	$6,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Middle leaders will participate in the SDR Numeracy Community of Practice. Principal class will engage with middle leaders in an ongoing professional learning strategy using the inquiry cycle for improving student outcomes.	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$17,500.00	

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
Develop and document processes to enable a multi-tiered response model to support student mental health to be managed effectively - eg. regular time allocated in professional learning schedule for staff debrief and sharing of student management plans/successful supports.	from: Term 2 to: Term 4	$0.00	
Establish protocols and processes for at-risk students and embed these in the tiered response model. Establish a model for documentation and monitoring.	from: Term 3 to: Term 4	$0.00	
Use the DET tool such as the Mental Health Planning tool to better understand student wellbeing needs. Identify target areas within SWPB, RRR and "Be You" for scheduled staff Professional Learning to enhance understanding of positive mental health promotion.	from: Term 2 to: Term 3	$0.00	
Student Engagement Leader to participate in continued Professional Learning on SWPBS and RRR at the regional level and	from: Term 2 to: Term 4	$0.00	

participate in both lead school and cluster initiatives.			
Organise workshops with staff via scheduled meetings to seek input into the development of multi-tiered responses to support student mental health.	from: Term 2 to: Term 3	$604.00	☑ Tier 1/Category: Whole school approach to positive mental health
Totals		**$604.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Learning Walks	$5,000.00
PLC inquiry	$3,500.00
Student Survey	$3,604.00
PLC inquiry celebration	$1,000.00
The credit component of equity funding in the SRP will be used to support staff release for the purpose of PLC inquiry and curriculum planning.	$30,063.00
Totals	**$43,167.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning Walks	from: Term 2	$5,000.00	☑ School-based staffing ☑ CRT

	to: Term 4		
PLC inquiry	from: Term 1 to: Term 4	$3,500.00	
Student Survey	from: Term 2 to: Term 4	$3,604.00	
PLC inquiry celebration	from: Term 1 to: Term 4	$1,000.00	
The credit component of equity funding in the SRP will be used to support staff release for the purpose of PLC inquiry and curriculum planning.	from: Term 1 to: Term 4	$30,063.00	
Totals		$43,167.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning Walks	from: Term 2 to: Term 4		
PLC inquiry	from: Term 1		

	to: Term 4		
Student Survey	from: Term 2 to: Term 4		
PLC inquiry celebration	from: Term 1 to: Term 4		
The credit component of equity funding in the SRP will be used to support staff release for the purpose of PLC inquiry and curriculum planning.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Learning Walks	from: Term 2 to: Term 4	$0.00	
PLC inquiry	from: Term 1 to: Term 4	$0.00	
Student Survey	from: Term 2	$0.00	

	to: Term 4		
PLC inquiry celebration	from: Term 1 to: Term 4		
The credit component of equity funding in the SRP will be used to support staff release for the purpose of PLC inquiry and curriculum planning.	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Student Engagement Leader to participate in continued Professional Learning on SWPBS and RRR at the regional level and participate in both lead school and cluster initiatives.	☑ Respectful Relationships Implementation Team ☑ Student Wellbeing Co-ordinator	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Regional staff	☑ Off-site Webex/region
Staff will engage in regular professional learning via scheduled meeting structures and via PLC inquiry processes in the following areas: - data literacy - formative and summative assessment - triangulation of data - moderation - Teacher judgments based on the Victorian Curriculum	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Staff will engage in peer observations with a focus on differentiation in the classroom reflective of curriculum planning processes. Staff will collect and share evidence of	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

findings within teams and at the whole school level.						
Staff will engage in scheduled time to build and populate literacy and numeracy curriculum documentation. This will include documentation such as: - Scope and sequence - Learning progressions - Guaranteed and Viable Curriculum - Instructional model (This work will be complemented by professional learning undertaken during the SDR Middle Leaders' Community of Practice)	☑ All Staff ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Staff will engage in structured learning walks to observe classes within and across teams. This will build upon and consolidate professional learning undertaken over the past two years as part of the DSSI Teaching Partners initiative in Reading. Learning walks will focus on: - consistency of practice in relation to the instructional model - a focus on high quality	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Learning Specialist	☑ On-site

instructional practices including Learning Intentions, Success Criteria and Feedback						
Middle leaders will participate in the SDR Numeracy Community of Practice. Principal class will engage with middle leaders in an ongoing professional learning strategy using the inquiry cycle for improving student outcomes.	☑ KLA Leader ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning ☑ Communities of Practice	☑ Numeracy leader	☑ Off-site Multiple schools
Staff will engage in scheduled whole school celebration of inquiry cycles. Each team will give a presentation outlining the relevant stages of the inquiry, successes, challlenges and future directions.	☑ All Staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site