

2022 Annual Implementation Plan

for improving student outcomes

Kingston Heath Primary School (5101)

Kingston Heath 

PRIMARY SCHOOL

Submitted for review by Karen Roberts (School Principal) on 26 May, 2022 at 03:11 PM

Endorsed by Steven Capp (Senior Education Improvement Leader) on 27 May, 2022 at 06:51 AM

Endorsed by Paul Khazaal (School Council President) on 27 May, 2022 at 05:32 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	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	<p>Next Steps....Teaching and Learning</p> <ul style="list-style-type: none"> - Collaborative PDPs, Shared with staff, Opportunity to share goals/display. Whole staff check in to share learning. Could link to staff inquiry cycle around maths. - Shadowing, peer observation, learning walks, Jim Knights - Action research PLC inquiry cycles - Continue to identify and embed/trial contemporary maths practises. Embed Cooperative Learning to address all HITS. - Student learning goals are identified in Numeracy and Literacy
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	<ul style="list-style-type: none"> - Time for PLCs to meet + protocols for data analysis. - Learning walks/peer observation. Continue with IML - Regular feedback to students on learning goals - Team meeting time and protocols. Continue are assessment on data literacy - Focus on Cooperative Learning (HITS) (Kagan) <p>Embed whole school practice of:</p> <ul style="list-style-type: none"> - co-constructing student learning goals. - sharing data with students. - co-designing lessons with students. <p>Next steps...Assessment</p> <ul style="list-style-type: none"> - use the data to inform practice - co constructed data walls <p>Next steps...Leadership</p> <ul style="list-style-type: none"> - AIP check in with staff - Roles and Responsibilities documented. Staff opinion survey analysed and shared. - PYP coordinator work with PLCs + teachers, leaders in classrooms. - Leadership in classrooms. Learning walks and talks. - Successive leadership opportunities. Middle level leader opportunities. Induction process. <p>Next steps.... Engagement</p> <ul style="list-style-type: none"> - increase student voice and agency - revise student leadership - roles and responsibilities - Vision and Values need to be established for KHPS with student and community input. - Reinstate community support for student learning within the classrooms. Parent surveys. <p>Next steps...Support and Resources</p> <ul style="list-style-type: none"> - Case management approach + identifying/documenting adjustments in classrooms to cater for student needs - active partnerships - Smiling Minds, Cairnmillar Psych, Monash University - Pre Service teachers and ES
<p>Considerations for 2022</p>	<p>Targeted support to ensure learning growth and achievement - TLI and ES support in classes to support disability and Inclusion Tier 1 and 2 students</p>

	<p>Use of PYP Learning Specialist</p> <p>Supporting Middle level leaders to embed:</p> <ul style="list-style-type: none"> - Action research PLC inquiry cycles - Continue to identify and embed/trial contemporary maths practises. Embed Cooperative Learning to address all HITS. - Student learning goals are identified in Numeracy and Literacy - Ensure time for PLCs to meet + protocols for data analysis with Learning Specialist <p>Wellbeing - Smiling Mind Initiative KAGAN - Win Win and Cooperative Learning</p>
<p>Documents that support this plan</p>	<p>2021 NCCD.xlsx (0.09 MB) 2021_STUDENT AT RISK PLANNING TOOL.xlsx (1.66 MB) AIP 2022 future planning.docx (0.02 MB)</p>

SSP Goals Targets and KIS

Goal 1	Improve learning growth in writing and numeracy for every student.
Target 1.1	<p>NAPLAN growth Years 3-5</p> <p>By 2023, increase the percentage of students with <i>above benchmark growth in NAPLAN Writing</i> to 27% from 24% (2019 data).</p>
Target 1.2	<p>NAPLAN growth Years 3-5</p> <p>By 2023, increase the percentage of students <i>with above benchmark growth in Numeracy</i> to 15% from 12% (2019 data).</p>
Target 1.3	<p>School Staff Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of teachers in <i>Teacher collaboration</i> (School Climate module) to 70% from 36% (2019 data).</p>
Key Improvement Strategy 1.a Building Practice Excellence	Build a culture of collaborative practice across the school
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Implement evidence-based assessment and instructional practices grounded in the effective use of data
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum
Goal 2	Improve student agency and voice in their learning across the school.

Target 2.1	Attitudes to School Survey (ATOSS) By 2023, increase the percent positive endorsement of students in Years 4-6 of <i>Student Voice and Agency</i> (Social Engagement module) to 80% from 77% (2019 data)
Target 2.2	Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of <i>Collective focus on student learning</i> (School Climate module) to 85% from 78% (2019 data)
Target 2.3	Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of <i>Use student feedback to improve practice</i> (Teaching and Learning module) to 70% from 56% (2019 data).
Target 2.4	Parent Opinion Survey (POS) By 2023, increase the percent positive endorsement of parents of <i>Student agency and voice</i> (Student development module) to 85% from 80% (2019 data).
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom
Key Improvement Strategy 2.b Building leadership teams	Build knowledge and capability of the leadership team to lead change to enhance school climate and professional learning culture

Goal 3	Improve student wellbeing across the school.
Target 3.1	<p>Attitudes to School Survey (ATOSS)</p> <p>By 2023, increase the percent positive endorsement of students in Years 4-6 of <i>Resilience</i> (Learner characteristics and disposition) to 85% from 79% (2019 data)</p>
Target 3.2	<p>Staff School Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of staff of <i>Collective efficacy</i> (School climate module) to 80% from 72% (2019 data).</p>
Target 3.3	<p>Staff School Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of staff of <i>Trust in students and parents</i> (School climate module) to 80% from 64% (2019 data).</p>
Target 3.4	<p>Parent Opinion Survey (POS)</p> <p>By 2023, increase the percent positive endorsement of parents of <i>Promoting positive behaviour</i> (Safety module) to 90% from 77% (2019 data).</p>
Key Improvement Strategy 3.a Vision, values and culture	Articulate and embed a whole-school vision and values informed by insights of teachers, students, parents/ carers, and the wider community
Key Improvement Strategy 3.d	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families

Setting expectations and promoting inclusion	
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal 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>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase percentage of staff positive endorsement of collective efficacy to 74% from 72% (2019 data) - 2021 DATA = 74%</p> <p>Increase percentage of staff positive endorsement of collective focus on student learning to 80% from 78% (2019 data) - 2021 DATA = 53%</p> <p>NAPLAN Numeracy Learning Growth Year 3 to Year 6: Increase the percentage of students achieving above benchmark growth in numeracy to 13% from 12% (2019 data) - 2021 DATA - 19% GROWTH</p> <p>Increase percentage of student positive endorsement of resilience to 81% from 78% (2019 data) NA</p> <p>Increase percentage of parent positive endorsement of promoting positive behaviour to 79% from 77% (2019 data) 2021 DATA - 67%</p>

Improve learning growth in writing and numeracy for every student.	Yes	<p>Teacher judgements</p> <p>Increase the percentage of students attaining one-year growth or more in reading, writing and number every year from P-6 from 2019 data.</p>	Increase the percentage of students attaining 1 year growth or more in reading, writing and number by 1% every year from F-6 from 2020 data.
		<p>NAPLAN growth Years 3-5</p> <p>By 2023, increase the percentage of students with <i>above benchmark growth in NAPLAN Writing</i> to 27% from 24% (2019 data)</p>	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27% from 24% (2019 data). 2021 DATA 20%
		<p>NAPLAN growth Years 3-5</p> <p>By 2023, increase the percentage of students <i>with above benchmark growth in Numeracy</i> to 15% from 12% (2019 data).</p>	Increase the percentage of students with above benchmark growth in NAPLAN Numeracy to 15% from 12% (2019 data). 2021 DATA = 19%
		<p>School Staff Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of teachers in <i>Teacher collaboration</i> (School Climate module) to 70% from 36% (2019 data).</p>	increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to % from 36% (2019 data). 2021 DATA = 30%

Improve student wellbeing across the school.	Yes	<p>Attitudes to School Survey (ATOSS)</p> <p>By 2023, increase the percent positive endorsement of students in Years 4-6 of <i>Resilience</i> (Learner characteristics and disposition) to 85% from 79% (2019 data)</p>	Increase the percent positive endorsement of students in Years 4-6 of <i>Resilience</i> (Learner characteristics and disposition) to 80% from 79% (2019 data) data not available from 2021
		<p>Staff School Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of staff of <i>Collective efficacy</i> (School climate module) to 80% from 72% (2019 data).</p>	Increase the percent positive endorsement of staff of <i>Collective efficacy</i> (School climate module) to 76% from 74% (2021)
		<p>Staff School Survey (SSS)</p> <p>By 2023, increase the percent positive endorsement of staff of <i>Trust in students and parents</i> (School climate module) to 80% from 64% (2019 data).</p>	Increase the percent positive endorsement of staff of <i>Trust in students and parents</i> (School climate module) to 70% from 62% (2021)
		<p>Parent Opinion Survey (POS)</p> <p>By 2023, increase the percent positive endorsement of parents of <i>Promoting positive behaviour</i> (Safety module) to 90% from 77% (2019 data).</p>	increase the percent positive endorsement of parents of <i>Promoting positive behaviour</i> (Safety module) to 75% from 67% (2021)

		<p>SSS</p> <p>Increase the percent positive endorsement of teachers from 2019 to 2023 in the following factors:</p> <ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Collective efficacy from 72% (2019) to XX% (TBF) by 2023 ○ Collective responsibility from 80% (2019) to XX% (TBF) by 2023 ○ Parent and community involvement from 71% (2019) to XX% (TBF) by 2023 ○ Staff trust in colleagues from 76% (2019) to XX% (TBF) by 2023 ○ Trust in students and parents from 64% (2019) to XX% (TBF) by 2023 	<p>increase the percent of: (school climate)</p> <ul style="list-style-type: none"> - collective efficacy to 75% from 74% in 2020 - collective responsibility to 87% from 86% in 2020 - parent and community involvement to 70% from 64% in 2020 - staff trust in colleagues to 63% from 62% in 2020
		<p>POS</p> <p>Increase the percent positive endorsement of parents from 2019 to 2023 in the following:</p> <ul style="list-style-type: none"> • School ethos and environment <ul style="list-style-type: none"> ○ School improvement ○ School pride and confidence • Parent community engagement <ul style="list-style-type: none"> ○ Teacher communication • Safety <ul style="list-style-type: none"> ○ Managing bullying 	<p>increase the percent of: (school ethos and environment)</p> <ul style="list-style-type: none"> - school improvement to 59% from 58% in 2020 - school pride and confidence to 68% from 67% in 2020 <p>(parent community engagement)</p> <ul style="list-style-type: none"> - teacher communication to 68% from 67% in 2020 <p>(safety)</p> <ul style="list-style-type: none"> - managing bullying to 59% from 58% in 2020 - promoting positive behaviour to 68% from 67% in 2020

Goal 1	<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>	
12 Month Target 1.1	<p>Increase percentage of staff positive endorsement of collective efficacy to 74% from 72% (2019 data) - 2021 DATA = 74%</p> <p>Increase percentage of staff positive endorsement of collective focus on student learning to 80% from 78% (2019 data) - 2021 DATA = 53%</p> <p>NAPLAN Numeracy Learning Growth Year 3 to Year 6: Increase the percentage of students achieving above benchmark growth in numeracy to 13% from 12% (2019 data) - 2021 DATA - 19% GROWTH</p> <p>Increase percentage of student positive endorsement of resilience to 81% from 78% (2019 data) NA</p> <p>Increase percentage of parent positive endorsement of promoting positive behaviour to 79% from 77% (2019 data) 2021 DATA - 67%</p>	
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
Goal 2	Improve learning growth in writing and numeracy for every student.	
12 Month Target 2.1	Increase the percentage of students attaining 1 year growth or more in reading, writing and number by 1% every year from F-6 from 2020 data.	

12 Month Target 2.2	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27% from 24% (2019 data).2021 DATA 20%
12 Month Target 2.3	Increase the percentage of students with above benchmark growth in Numeracy to 15% from 12% (2019 data). 2021 DATA = 19%
12 Month Target 2.4	increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 30% in 2021 from 36% (2019 data).
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build a culture of collaborative practice across the school Yes
KIS 2 Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum 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.	Staff Opinion results in 2021 revealed: School Climate - Only a 30% positive endorsement for teacher collaboration and 48% positive endorsement for a guaranteed and viable curriculum; Teaching and Learning - 38% positive endorsement for understanding how to analyse data - 31% knowledge of HITS
Goal 3	Improve student wellbeing across the school.
12 Month Target 3.1	Increase the percent positive endorsement of students in Years 4-6 of Resilience (Learner characteristics and disposition) to 80% from 79% (2019 data) data not available from 2021
12 Month Target 3.2	Increase the percent positive endorsement of staff of Collective efficacy (School climate module) to 76% from 74% (2021)

12 Month Target 3.3	Increase the percent positive endorsement of staff of Trust in students and parents (School climate module) to 70% from 62% (2021)	
12 Month Target 3.4	increase the percent positive endorsement of parents of Promoting positive behaviour (Safety module) to 75% from 67% (2021)	
12 Month Target 3.5	increase the percent of: (school climate) - collective efficacy to 75% from 74% in 2020 - collective responsibility to 87% from 86% in 2020 - parent and community involvement to 70% from 64% in 2020 - staff trust in colleagues to 63% from 62% in 2020	
12 Month Target 3.6	increase the percent of: (school ethos and environment) - school improvement to 59% from 58% in 2020 - school pride and confidence to 68% from 67% in 2020 (parent community engagement) - teacher communication to 68% from 67% in 2020 (safety) - managing bullying to 59% from 58% in 2020 - promoting positive behaviour to 68% from 67% in 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 6 Setting expectations and promoting inclusion	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families	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.

Parent Opinion Survey 2021

Student Cognition and Engagement 71%, with similar schools 78%, our parent endorsement in this area has declined over the past 5 years. (parents said - Student motivation and support 67%)

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Increase percentage of staff positive endorsement of collective efficacy to 74% from 72% (2019 data) - 2021 DATA = 74% Increase percentage of staff positive endorsement of collective focus on student learning to 80% from 78% (2019 data) - 2021 DATA = 53% NAPLAN Numeracy Learning Growth Year 3 to Year 6: Increase the percentage of students achieving above benchmark growth in numeracy to 13% from 12% (2019 data) - 2021 DATA - 19% GROWTH Increase percentage of student positive endorsement of resilience to 81% from 78% (2019 data) NA Increase percentage of parent positive endorsement of promoting positive behaviour to 79% from 77% (2019 data) 2021 DATA - 67%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Embed Disability and Inclusion practices across the school - Appoint a Disability and Inclusion Coordinator and establish a DI team - Provide for professional learning with the development of IEPs - Implement, staff and monitor the TLI - Ensure the VHAP is monitored - Allocate human and financial resources to support student excellence programs - Continue to develop the capacity of middle level leaders to embed contemporary approaches to mathematics (Ed Partnerships) - Develop the data literacy of teachers through PLC focus

Outcomes	<ul style="list-style-type: none"> - Students in need of targeted support or intervention will be identified and supported (DI) - Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs (DI) - Teachers will identify student learning needs using data - Student Performance Analyser (SPA) and Panorama - Teachers will plan for differentiation based on student learning data - Tutors will provide targeted academic support to students (TLI) - Leaders will support teaching staff to build assessment and differentiation practices through clear practices and professional learning (Ed Partnerships). 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Curriculum documentation show plans for differentiation - Student IEPs describe adjustments to meet their needs <p>Late Indicators:</p> <ul style="list-style-type: none"> - Increase percentage of staff positive endorsement of collective efficacy - Increase percentage of staff positive endorsement of collective focus on student learning - NAPLAN Numeracy Learning Growth Year 3 to Year 5: Increase the percentage of students achieving above benchmark growth in numeracy - Increase percentage of student positive endorsement of resilience 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop a professional learning plan that supports staff to identify and meet needs of students, in particular students with a disability</p> <ul style="list-style-type: none"> - ensure support from our DI leader and Student Achievement manage - offer support for teachers to ensure IEPs are written to a standard (IEP Rubric) - CRT replacement 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Review the teaching and learning model to establish how the multi-tiered response model will be adopted in classrooms</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Organise learning walks to observe staff practice and collect data on student experiences of student assessment and differentiation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement TLI - (targeted interventions still to be confirmed)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> - Implement SMILING Minds initiative and embed positive mental health approaches in staff professional practice and student learning/well being - Continue partnerships with Chisholm University (Counselling Placement) and Cairnmillar Psychology (Master Psychology Placements) to support students wellbeing mental health - Appoint a RRRR coordinator to lead the initiative 			
Outcomes	<ul style="list-style-type: none"> - Staff and students will be provided accessible, life-long tools to support healthy minds. - Students in need of support or intervention will be identified and supported via counselling or psychological services in order to function and communicate more effectively - Staff will able to recognise, respond to and refer mental health emergencies - Students will be able to explain what positive mental health means and where they can seek support - Students will report improved mental health - Wellbeing Team (Disability and Inclusion / Ass Prin) and staff will directly support students' mental health and/or provide referrals <p>Tutors will provide targeted academic support to students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional</p>			

	learning			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Spreadsheets targeting students will be developed and shared with service providers; - Case notes (whilst private) will be shared internally following protocols to enable our staff to support the needs of the students and families; - Discussions from meetings will inform plans to support individual students' learning needs. - Student IEP's will include identification of specific services being received <p>Late indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning - Victorian Curriculum: Personal and Social Capability - AtoSS factors: sense of connectedness, resilience - Reduced absenteeism 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Recruit partnership placement students to support at-risk students, and induct these staff into school processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
- Implement student at risk planning tool to identify students at risk	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Schedule time for relevant staff to review and manage student wellbeing entries	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Principal Class to attend a series of workshops to address their own mental health	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Appoint 2 x mental health “Smiling Minds” champions to implement and embed mindfulness strategies across the school with both teachers and students</p> <p>- CRTs for planning</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <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
<p>- Plan for learning and make time for mindfulness throughout the day</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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
- Reignite the Respectful Relationship initiative	<input checked="" type="checkbox"/> All Staff	<input 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
Goal 2	Improve learning growth in writing and numeracy for every student.			
12 Month Target 2.1	Increase the percentage of students attaining 1 year growth or more in reading, writing and number by 1% every year from F-6 from 2020 data.			
12 Month Target 2.2	Increase the percentage of students with above benchmark growth in NAPLAN Writing to 27% from 24% (2019 data).2021 DATA 20%			
12 Month Target 2.3	Increase the percentage of students with above benchmark growth in Numeracy to 15% from 12% (2019 data). 2021 DATA = 19%			
12 Month Target 2.4	In 2022 increase the percentage of teacher collaboration (School Climate) to % from % in 2020.			
12 Month Target 2.5	increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to % from 36% (2019 data). 2021 DATA = 30%			

KIS 1 Building practice excellence	Build a culture of collaborative practice across the school
Actions	Whole School Level - Build staff capacity in collaborative practice in order to share excellence - Implement learning sprint cycles of inquiry allowing teachers to investigate, explore and trial evidence based practices in writing and numeracy across the school
Outcomes	Middle Level leaders will lead teachers to implement contemporary approaches to the teaching of mathematics across the school (from School Improvement Partnership 2021) - Students will report higher levels of confidence with numeracy skills - Teachers will confidently and accurately identify student learning needs of all of their students Teachers will work in collaborative teams (PLCs) to: - plan and implement high impact teaching and learning strategies. - provide targeted support to students, for writing and numeracy. - to moderate writing samples and numeracy samples. - to develop data literacy and assess a range of data sources to know their students - to implement differentiated teaching and learning to know their impact. - Students will be provided with targeted contemporary teaching practices - Students will know the next steps or goals in their learning to make expected growth. Classroom level - Students will be provided with targeted contemporary teaching practices - Students will know the next steps or goals in their learning to make expected growth. - Students will experience success and celebrate the acquisition of increased numeracy knowledge and skills
Success Indicators	Early indicators - PLCs are set up across the school and protocols are developed for sharing excellence. - Implementing a sprint cycle of inquiry as a practice in PLCs - Curriculum documentation created by PLCs includes HITs in the planning of numeracy and writing - Curriculum documentation created by PLCs shows planning for differentiated instruction by using a range of available data Late indicators - A transdisciplinary teaching and learning model is developed and implemented - Teachers and students are familiar with and use the learning model and it is shared with the school community.

	- Student data shows improvement and growth of at least one year in numeracy.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs are created across the school with a learning specialist leading the collaborative practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> 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
Learning specialist to undertake coaching professional development. (CRT Replacement) and work with staff to build capacity	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Complete the PLC maturity matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	<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
Schedule PLC inquiry sprint cycles for Numeracy and showcase (CRT replacement for teachers)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
A PLC is created that includes the specialist teachers to allow regular times for collaborative practice to be shared.	<input checked="" type="checkbox"/> All Staff	<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
Review PLCs learning model at the end of the year.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 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
KIS 2 Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum			
Actions	<ul style="list-style-type: none"> - Implement a teaching and learning model across the school - Develop whole school documents that reflect the Victorian Curriculum and meet the requirements of the IB PYP. 			
Outcomes	<ul style="list-style-type: none"> - Teachers will develop a school wide teaching and learning model - Relevant teachers will cross reference the Victorian Curriculum and the IB PYP requirements to ensure a school wide scope and sequences are consistent with requirements. 			

Success Indicators	<ul style="list-style-type: none"> - A school wide teaching model is designed, trialled and adopted - School documentation reflects both Victorian Curriculum and IB PYP requirements NAPLAN results e.g. Numeracy benchmark growth Students, staff and parent perception survey results			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise time to review and cross reference Victorian curriculum and IB PYP curriculum documents.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule time to share and review with all staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research evidence based approaches to develop a school wide teaching and learning model	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Trial the teaching and learning model and gather feedback on its success	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 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

Finalise and share teaching and learning model across the school community.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 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
Goal 3	Improve student wellbeing across the school.			
12 Month Target 3.1	Increase the percent positive endorsement of students in Years 4-6 of Resilience (Learner characteristics and disposition) to 80% from 79% (2019 data) data not available from 2021			
12 Month Target 3.2	Increase the percent positive endorsement of staff of Collective efficacy (School climate module) to 76% from 74% (2021)			
12 Month Target 3.3	Increase the percent positive endorsement of staff of Trust in students and parents (School climate module) to 70% from 62% (2021)			
12 Month Target 3.4	increase the percent of: (school climate) - collective efficacy to 75% from 74% in 2020 - collective responsibility to 87% from 86% in 2020 - parent and community involvement to 70% from 64% in 2020 - staff trust in colleagues to 63% from 62% in 2020 - trust in students and parents???			
12 Month Target 3.5	increase the percent positive endorsement of parents of Promoting positive behaviour (Safety module) to 75% from 67% (2021)			
12 Month Target 3.6	increase the percent of: (school ethos and environment)			

	<ul style="list-style-type: none"> - school improvement to 59% from 58% in 2020 - school pride and confidence to 68% from 67% in 2020 <p>(parent community engagement)</p> <ul style="list-style-type: none"> - teacher communication to 68% from 67% in 2020 <p>(safety)</p> <ul style="list-style-type: none"> - managing bullying to 59% from 58% in 2020 - promoting positive behaviour to 68% from 67% in 2020 			
KIS 1 Setting expectations and promoting inclusion	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families			
Actions	Provide professional learning to embed a Kagan Whole school approach to discipline and cooperative learning			
Outcomes	- Whole school practices for discipline and cooperative learning will be embedded across the school			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Classroom displays - Cooperative learning structure mats on tables - Cheers being used at classroom / whole school level - Essential agreements reflect the Kagan vocabulary <p>Late Indicators</p> <ul style="list-style-type: none"> - Increase percentage of staff positive endorsement of collective efficacy - Increase percentage of student positive endorsement of resilience - Whole school approach to discipline implemented 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Allocate time for professional learning, coaching and feedback from Kagan Facilitators	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00

				<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
- Staff commitments to Cooperative learning will be displayed for accountability	<input checked="" type="checkbox"/> All Staff	<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
- Scheduled opportunities to share and reflect cooperative learning structures as part of whole school professional learning plan	<input checked="" type="checkbox"/> All Staff	<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
- Peer observations	<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 3 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Planning documents will reflect cooperative learning structures	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>- Teachers will be able to identify the 4 reasons for student disruptions and the 7 positions students adopt to address misbehaviour.</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>- Parent Information/learning sessions to develop a school wide pedagogical approach.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$9,237.70	\$27,000.00	-\$17,762.30
Disability Inclusion Tier 2 Funding	\$11,018.53	\$5,000.00	\$6,018.53
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$20,256.23	\$32,000.00	-\$11,743.77

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet needs of students, in particular students with a disability - ensure support from our DI leader and Student Achievement manage - offer support for teachers to ensure IEPs are written to a standard (IEP Rubric) - CRT replacement	\$10,000.00
- Schedule time for relevant staff to review and manage student wellbeing entries	\$2,000.00
Appoint 2 x mental health "Smiling Minds" champions to implement and embed mindfulness strategies across the school with both teachers and students - CRTs for planning	\$2,000.00

Learning specialist to undertake coaching professional development. (CRT Replacement) and work with staff to build capacity	\$3,000.00
- Allocate time for professional learning, coaching and feedback from Kagan Facilitators	\$9,000.00
- Peer observations	\$2,000.00
Totals	\$28,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Schedule time for relevant staff to review and manage student wellbeing entries	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Appoint 2 x mental health "Smiling Minds" champions to implement and embed mindfulness strategies across the school with both teachers and students - CRTs for planning	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Learning specialist to undertake coaching professional development. (CRT Replacement) and work with staff to build capacity	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

- Allocate time for professional learning, coaching and feedback from Kagan Facilitators	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
- Peer observations	from: Term 3 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$18,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet needs of students, in particular students with a disability - ensure support from our DI leader and Student Achievement manager - offer support for teachers to ensure IEPs are written to a standard (IEP Rubric) - CRT replacement	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other Education Support

			<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Targeted resources TBC <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture • Literacy aids • Inclusive recreation equipment and resources • Sensory resources <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning) • CRT (to attend Profile meetings) • CRT (to attend staff PL)
Totals		\$5,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet needs of students, in	from: Term 1		

particular students with a disability - ensure support from our DI leader and Student Achievement manage - offer support for teachers to ensure IEPs are written to a standard (IEP Rubric) - CRT replacement	to: Term 4		
Totals			

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Equity Money from 2021 not spent	\$9,000.00
Totals	\$9,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Equity Money from 2021 not spent	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$9,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Equity Money from 2021 not spent	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Equity Money from 2021 not spent	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
<p>Develop a professional learning plan that supports staff to identify and meet needs of students, in particular students with a disability</p> <ul style="list-style-type: none"> - ensure support from our DI leader and Student Achievement manager - offer support for teachers to ensure IEPs are written to a standard (IEP Rubric) - CRT replacement 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Review the teaching and learning model to establish how the multi-tiered response model will be adopted in classrooms</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Organise learning walks to observe staff practice and collect data on student experiences of student assessment and differentiation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Implement TLI - (targeted interventions still to be confirmed)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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
- Recruit partnership placement students to support at-risk students, and induct these staff into school processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
- Implement student at risk planning tool to identify students at risk	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
- Principal Class to attend a series of workshops to address their own mental health	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appoint 2 x mental health "Smiling Minds" champions to implement and embed mindfulness strategies across the school with both teachers	<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"/> External consultants SMILING MINDS	<input checked="" type="checkbox"/> On-site

and students - CRTs for planning						
- Plan for learning and make time for mindfulness throughout the day	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLCs are created across the school with a learning specialist leading the collaborative practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule PLC inquiry sprint cycles for Numeracy and showcase (CRT replacement for teachers)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
A PLC is created that includes the specialist teachers to allow regular times for collaborative	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

practice to be shared.		to: Term 4				
- Allocate time for professional learning, coaching and feedback from Kagan Facilitators	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants KAGAN WIN WIN Cooperative Learning	<input checked="" type="checkbox"/> On-site
- Staff commitments to Cooperative learning will be displayed for accountability	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Kagan	<input checked="" type="checkbox"/> On-site
- Scheduled opportunities to share and reflect cooperative learning structures as part of whole school professional learning plan	<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"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Planning documents will reflect cooperative learning structures	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Teachers will be able to identify the 4 reasons for student disruptions and the 7 positions students adopt to address misbehaviour.	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site