

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Birmingham Primary School (5048)



Submitted for review by Robyn Bellamy (School Principal) on 21 February, 2023 at 06:10 PM  
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 06 March, 2023 at 11:11 AM  
Endorsed by Lisa Glassborow (School Council President) on 06 March, 2023 at 12:48 PM

## Self-evaluation Summary - 2023

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Enter your reflective comments</b>	<p>The strategic direction and deployment of resources has led to excellent student outcomes. Effective organisational structure of leadership and staff provided clear description of roles and responsibilities for all staff.</p> <p>Effective use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p> <p>Implementation of innovative and contextualised approaches to support student learning, wellbeing and inclusion.</p> <p>Continued to develop and foster strong relationships within the community.</p>
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<b>Considerations for 2023</b>	Continuation of: *the existing leadership and staff (organisational) structure *the further development of middle leaders *consistent curriculum delivery (P-6) Further work on curriculum & data literacy of staff Effective induction of new and returning staff
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve the learning growth of every student in Literacy and Numeracy
<b>Target 2.1</b>	By 2026, increase the percentage of staff reporting positively on the School Staff Survey 'Understand formative assessment' from 78% in (2021) to 82%
<b>Target 2.2</b>	By 2026 increase proportions of year 3 and 5 students in the medium and high growth band in NAPLAN: <ul style="list-style-type: none"> <li>• Spelling from 66% in (2021) to 70%</li> <li>• Grammar and Punctuation 70% in (2021) to 74%</li> </ul>
<b>Target 2.3</b>	By 2026, decrease the proportion of year 3 and 5 students achieving in the bottom two bands for NAPLAN in: <ul style="list-style-type: none"> <li>• Reading from 12% in (2021) to 8%</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing from 19% in (2021) to 15%</li> <li>• Numeracy from 18% in (2021) to 14%</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the proportion of students working at or above level as assessed by teacher judgements in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 86% (2021) to 90%</li> <li>• Writing from 83% (2021) to 87%</li> <li>• Number and Algebra from 84% (2021) to 88%</li> </ul>
<b>Target 2.5</b>	<p>By 2026, decrease the proportion of students achieving low growth in School Transition for:</p> <ul style="list-style-type: none"> <li>• Reading year 5-7 from 58%(2021) to 42%</li> <li>• Writing year 5-7 from 33% (2021) to 29%</li> <li>• Numeracy year 5-7 from 58% (2021) to 42%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model across all areas of the curriculum (Readers and Writer's workshop, Numeracy Model)
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum	Revise and refine our instructional models to ensure whole school consistency

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capacity in using data to identify individual student point of need
<b>Goal 3</b>	Improve the wellbeing of all students, with a focus on inclusive practices for diverse learners
<b>Target 3.1</b>	By 2026, decrease the proportion of students in years Prep-6 with 20 or more days absent from 17% in (2021) to 13%.
<b>Target 3.2</b>	By 2026, increase positive endorsement on AToSS for the factor 'Differentiated Learning Challenges' from 83% (2021) to 87%
<b>Target 3.3</b>	By 2026, increase the percentage of students reporting 'High Resilience' on the Attitudes to School Survey (AToSS) from 5% in (2021) to 9%
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed systems of support that enhance student wellbeing, engagement and inclusion.

<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a school wide approach to inclusion for students with diverse learning needs.</p>
<p><b>Goal 4</b></p>	<p>Improve student engagement as learners and leaders with a global perspective</p>
<p><b>Target 4.1</b></p>	<p>By 2026, increase the percentage of positive responses for the AToSS domain ‘Effective teaching practices for cognitive engagement’ from 81% in (2021) to 85%</p>
<p><b>Target 4.2</b></p>	<p>By 2026, increase the percentage of positive responses on AToSS for the factor ‘Student voice and agency’ from 63% in (2021) to 67%</p>
<p><b>Target 4.3</b></p>	<p>By 2026, increase the percentage of positive responses on AToSS for the factor ‘Sense of connectedness’ from 78% in (2021) to 82%</p>
<p><b>Key Improvement Strategy 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	<p>Create opportunities for student voice and agency across learning tasks.</p>
<p><b>Key Improvement Strategy 4.b</b> Documented teaching and learning program based on the Victorian Curriculum</p>	<p>Build student capacity to activate student voice, agency and leadership as global citizens.</p>



and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 4.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff capacity to facilitate the co-designing of learning tasks with students to increase engagement in their learning.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	.
Improve the learning growth of every student in Literacy and Numeracy	Yes	By 2026, increase the percentage of staff reporting positively on the School Staff Survey 'Understand formative assessment' from 78% in (2021) to 82%	From 78% to 80%
		By 2026 increase proportions of year 3 and 5 students in the medium and high growth band in NAPLAN: <ul style="list-style-type: none"> <li>• Spelling from 66% in (2021) to 70%</li> <li>• Grammar and Punctuation 70% in (2021) to 74%</li> </ul>	Spelling from 66% to 68% Grammer and Punctuation from 70% to 72%
		By 2026, decrease the proportion of year 3 and 5 students achieving in the bottom two bands for NAPLAN in: <ul style="list-style-type: none"> <li>• Reading from 12% in (2021) to 8%</li> <li>• Writing from 19% in (2021) to 15%</li> <li>• Numeracy from 18% in (2021) to 14%</li> </ul>	Reading from 12% to 10% Writing from 19% to 17% Numeracy from 18% to 16%

		<p>By 2026, increase the proportion of students working at or above level as assessed by teacher judgements in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 86% (2021) to 90%</li> <li>• Writing from 83% (2021) to 87%</li> <li>• Number and Algebra from 84% (2021) to 88%</li> </ul>	<p>Reading and Viewing from 86% to 88% Writing from 83% to 85% Number and Algebra from 84% to 86%</p>
		<p>By 2026, decrease the proportion of students achieving low growth in School Transition for:</p> <ul style="list-style-type: none"> <li>• Reading year 5-7 from 58%(2021) to 42%</li> <li>• Writing year 5-7 from 33% (2021) to 29%</li> <li>• Numeracy year 5-7 from 58% (2021) to 42%</li> </ul>	<p>Reading from 58% to 50% Writing from 33% to 31% Numeracy from 58% to 50%</p>
Improve the wellbeing of all students, with a focus on inclusive practices for diverse learners	Yes	<p>By 2026, decrease the proportion of students in years Prep-6 with 20 or more days absent from 17% in (2021) to 13%.</p>	Absence from 17% to 16%
		<p>By 2026, increase positive endorsement on AToSS for the factor 'Differentiated Learning Challenges' from 83% (2021) to 87%</p>	Differentiated Learning Challenges from 83% to 85%
		<p>By 2026, increase the percentage of students reporting 'High Resilience' on the Attitudes to School Survey (AToSS) from 5% in (2021) to 9%</p>	High Resilience from 5% to 7%
Improve student engagement as learners and leaders with a global perspective	Yes	<p>By 2026, increase the percentage of positive responses for the AToSS domain 'Effective teaching practices for cognitive engagement' from 81% in (2021) to 85%</p>	Effective Teaching Practices from 81% to 83%
		<p>By 2026, increase the percentage of positive responses on AToSS for the factor 'Student voice and agency' from 63% in (2021) to 67%</p>	Student Voice and Agency from 63% to 65%
		<p>By 2026, increase the percentage of positive responses on AToSS for the factor 'Sense of connectedness' from 78% in (2021) to 82%</p>	Sense of Connectedness from 78% to 80%

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<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.		
<b>12 Month Target 1.1</b>	.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		Yes
<b>KIS 1.b</b> Priority 2023 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 2023.		
<b>Goal 2</b>	<b>Improve the learning growth of every student in Literacy and Numeracy</b>		
<b>12 Month Target 2.1</b>	From 78% to 80%		
<b>12 Month Target 2.2</b>	Spelling from 66% to 68%  Grammar and Punctuation from 70% to 72%		

<b>12 Month Target 2.3</b>	Reading from 12% to 10% Writing from 19% to 17% Numeracy from 18% to 16%	
<b>12 Month Target 2.4</b>	Reading and Viewing from 86% to 88% Writing from 83% to 85% Number and Algebra from 84% to 86%	
<b>12 Month Target 2.5</b>	Reading from 58% to 50% Writing from 33% to 31% Numeracy from 58% to 50%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model across all areas of the curriculum (Readers and Writer's workshop, Numeracy Model)	No
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Revise and refine our instructional models to ensure whole school consistency	Yes
<b>KIS 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capacity in using data to identify individual student point of need	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>To ensure a consistent whole-school approach to the implementation of our Literacy (Reader's and Writer's Workshop Models) and our Numeracy instructional models we will, through the use of professional learning and learning walks, develop a greater understanding of our pedagogy to ensure consistency of planning across P-6. In addition, as we have had some changes to our staff team (and leaders) we will continue to build staff capacity to identify individual student point of need regarding the consistent use of summative and formative assessments through reviewing and refining our assessment schedules and providing processes for teams to look closely at level data.</p>	
<p><b>Goal 3</b></p>	<p><b>Improve the wellbeing of all students, with a focus on inclusive practices for diverse learners</b></p>	
<p><b>12 Month Target 3.1</b></p>	<p>Absence from 17% to 16%</p>	
<p><b>12 Month Target 3.2</b></p>	<p>Differentiated Learning Challenges from 83% to 85%</p>	
<p><b>12 Month Target 3.3</b></p>	<p>High Resilience from 5% to 7%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed systems of support that enhance student wellbeing, engagement and inclusion.</p>	<p>No</p>
<p><b>KIS 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a school wide approach to inclusion for students with diverse learning needs.</p>	<p>Yes</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As our students continue their return to classroom-based learning we will continue to embed our philosophy and practice of teaching diverse learners at their point of need. A whole-school consistent model of smart goals and strategies will enhance student Individual Education Plans.	
<b>Goal 4</b>	<b>Improve student engagement as learners and leaders with a global perspective</b>	
<b>12 Month Target 4.1</b>	Effective Teaching Practices from 81% to 83%	
<b>12 Month Target 4.2</b>	Student Voice and Agency from 63% to 65%	
<b>12 Month Target 4.3</b>	Sense of Connectedness from 78% to 80%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create opportunities for student voice and agency across learning tasks.	Yes
<b>KIS 4.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build student capacity to activate student voice, agency and leadership as global citizens.	No
<b>KIS 4.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Build staff capacity to facilitate the co-designing of learning tasks with students to increase engagement in their learning.	No

<p>student learning growth, attainment and wellbeing capabilities</p>		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Student learning outcomes can be further enhanced by creating opportunities for students to have voice and agency across learning tasks. We will develop the capacity of teaching teams to identify areas where student voice and agency can amplify learning through learning walks and coaching teachers.</p>	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
<b>12 Month Target 1.1</b>	.			
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	Build staff capacity in assessment and differentiation in order to identify and meet the student's individual learning needs Review and refine the assessment schedule Upskill teachers to moderate teacher judgment vertically P-6			
<b>Outcomes</b>	Leaders will: Ensure the assessment schedule is refined to enable teachers to accurately triangulate data and moderate teacher judgments of student learning. Provide targeted professional development to build capacity in assessment and differentiation Teachers will: Collegiately moderate teacher judgments to ensure that teaching and learning is directed at individual student point of need Students will: Engage in learning at their point of need.			
<b>Success Indicators</b>	Teacher planning Reviewed and refined assessment schedule Documentation of agreed practices for summative assessments NAPLAN 2023 results Semester 2 Teacher Judgements Students able to articulate their learning.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Review and refine the teacher moderation processes for literacy and numeracy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and refine the assessment schedule to prioritise summative assessments that enable the triangulation of data.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Upskill teachers to use data to identify individual point of need	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Leaders will: Identify vulnerable students and families and align their needs via established school processes with school based and community based resources Develop a whole school approach and processes to improve student attendance Teachers will: Identify vulnerable students and direct these students to the leadership team's people and processes Students will: Express their concerns to school based staff			
<b>Outcomes</b>	Leaders will: Continue to refine wellbeing policies and processes that should occur when wellbeing issues are identified Teachers will: Feel supported to follow documented policies and processes when wellbeing issues are identified. Students will: Increase connection and engagement to their learning.			
<b>Success Indicators</b>	Early Successes: Documented school-based wellbeing policies and processes Decreased student absences Late Indicators: Student Attitude to Schools Survey (Sense of Connectedness, Advocate at School) Staff Opinion Survey Student Attendance Data			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Wellbeing Team use Disability Inclusion practices to connect with families and carers Engage with School based health professionals Empower teachers to write and deliver effective IEP's Connect with community supports School Based allied Health professionals</p>	<p><input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<b>Goal 2</b>	Improve the learning growth of every student in Literacy and Numeracy			
<b>12 Month Target 2.1</b>	From 78% to 80%			
<b>12 Month Target 2.2</b>	<p>Spelling from 66% to 68%</p> <p>Grammar and Punctuation from 70% to 72%</p>			
<b>12 Month Target 2.3</b>	<p>Reading from 12% to 10%</p> <p>Writing from 19% to 17%</p> <p>Numeracy from 18% to 16%</p>			
<b>12 Month Target 2.4</b>	<p>Reading and Viewing from 86% to 88%</p> <p>Writing from 83% to 85%</p> <p>Number and Algebra from 84% to 86%</p>			
<b>12 Month Target 2.5</b>	<p>Reading from 58% to 50%</p> <p>Writing from 33% to 31%</p> <p>Numeracy from 58% to 50%</p>			

<p><b>KIS 2.b</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Revise and refine our instructional models to ensure whole school consistency</p>
<p><b>Actions</b></p>	<p>SIT will</p> <ul style="list-style-type: none"> <li>- review and develop the instructional models to identify areas of improvement to tailor PL sessions for staff</li> <li>- undertake learning walks to ensure consistency of planning across the school in relation to the instructional models</li> </ul> <p>Year Level Leader will</p> <ul style="list-style-type: none"> <li>- conduct Learning Walks in their class level</li> <li>- address year-level data as an agenda item in Year Level meetings</li> <li>- work with SIT to drive school priorities</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>- implement and monitor the school's instructional models</li> <li>- receive feedback from learning walks</li> <li>- participate in whole-school and team PL</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>- demonstrate a greater understanding of the workshop models</li> <li>- be able to articulate their learning through the Sharratt questions (p.59 Clarity)</li> <li>- have improved student outcomes</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:  Have improved student agency and understanding of their goals and achievement</p> <p>Teachers will:  Collaborate in horizontal and vertical teams to improve whole school consistency with the Writer's and Readers Workshop and the Numeracy Instructional Model.  Increase alignment of Teacher Judgement and NAPLAN in writing, reading and numeracy.  Continue to update the whole school writing benchmarking document.  Differentiate and cater for individual student point of need.</p>

	<p>Leaders Will:  Regularly conduct learning walks to identify future needs of professional learning.  Prioritise time in the Professional Learning Schedule and team-level agendas.  Facilitate the Writer's Extension Program  Facilitate and develop a numeracy extension program</p> <p>Community will:  Celebrate our students' achievements at weekly assemblies and 3 way interviews  Celebrate the extension writing and numeracy program for our grade 6 students in conjunction with Lilydale High School and Yarra Hills Secondary College.</p>			
<b>Success Indicators</b>	<p>Writer's Notebook, student writing and numeracy samples, newsletters, professional learning schedule, team meeting agendas, benchmarking document, documented instructional model. Community celebration of extension writing and numeracy program.</p> <p>Teacher judgement and NAPLAN alignment, increase in student voice and agency (SATS), collective efficacy, academic emphasis, teacher collaboration and guaranteed and viable curriculum (Staff Opinion Survey), increase in positive responses to the Parent Opinion Survey.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review and develop the instructional models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Undertake learning walks to ensure consistency of planning across the school in relation to the instructional models	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Address year-level data as an agenda item in Year Level meetings	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capacity in using data to identify individual student point of need			

<b>Actions</b>	<p>SIT will:</p> <ul style="list-style-type: none"> <li>- identify processes for teams to look closely at their level data to inform their planning for individual students</li> <li>- continually review the assessment schedule to provide strategic and timely processes and structures to gather the data</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use the data to teach to their individual students' point of need with the understanding of diverse learners</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- engage in their learning and improved student attendance</li> </ul>			
<b>Outcomes</b>	<p>SIT will:</p> <ul style="list-style-type: none"> <li>- continue to set high expectations around data analysis and teaching to point of need</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- continue to agenda data at every team meeting</li> <li>- continue to teach to point of need and make adjustments for diverse learners</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- engage with their learning</li> <li>- have increased student outcomes</li> </ul>			
<b>Success Indicators</b>	<p>Increased NAPLAN and teacher judgements  Continued use of whole school data tracker  Increased teacher capacity around the use of data for planning</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Continually review the assessment schedule to provide strategic and timely processes and structures to gather the data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use the data to teach to their individual students' point of need with the understanding of diverse learners	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	Improve the wellbeing of all students, with a focus on inclusive practices for diverse learners			
<b>12 Month Target 3.1</b>	Absence from 17% to 16%			
<b>12 Month Target 3.2</b>	Differentiated Learning Challenges from 83% to 85%			
<b>12 Month Target 3.3</b>	High Resilience from 5% to 7%			
<b>KIS 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school wide approach to inclusion for students with diverse learning needs.			

<p><b>Actions</b></p>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>- provide PL about common understandings about what is a diverse learner</li> <li>- provide PL re: smart goals and strategies to support diverse learner needs</li> <li>- provide a process and time for staff to develop DIP evidence for suitable diverse learners</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- utilise the skills and advice from the EIDL to better cater for the diverse needs of our learners</li> <li>- document the goals and strategies for individual point of need on individual learning goals</li> </ul> <p>Students who:</p> <ul style="list-style-type: none"> <li>- are identified as having receptive/expressive/pragmatic difficulties will be offered speech pathology</li> <li>- are requiring cognitive or speech assessments will be directed to support services</li> <li>- are identified as having made unexpected low growth academically will be offered literacy intervention or tutoring program</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>show increased connectedness to school</li> <li>show increased attendance</li> <li>show increased academic outcomes</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>show increased capacity to teach to individual point of need</li> <li>show increased capacity to identify the necessary resources to address individual student needs (psychologists, chaplain, SSSO support)</li> <li>show increased capacity to facilitate the needs of students with additional needs</li> <li>increased capacity to write SMART goals</li> <li>revise the scope and sequence for the BPS wellbeing model</li> <li>incorporate the BPS wellbeing model into termly programs</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide opportunity for improving and embedding the existing wellbeing scope and sequence to address identified student needs (positive body image, positive mindset (BE YOU))</li> <li>Provide opportunities for teachers to complete PL through inclusive schools (DET)</li> <li>Align resources to student learning needs using the ILP resources and supports doc (personnel and physical resources)</li> <li>Document the processes that teachers can make to request support services</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>be updated and informed by resources (Be You) via the newsletter/facebook page/ compass posts</li> </ul>

	participate in council/ Anglicare parenting seminars when available			
<b>Success Indicators</b>	<p>Improved positive endorsement in SATS for School connectedness  Improved positive endorsement for school climate in SOS  Increased number of completed POS  Consistent use of SMART goals in ILP  ILP students and supports documentation shows improved alignment of supports  ILP students and supports document shows improved student outcomes  BPS Scope and Sequence model documentation  NCCD data shows improved outcomes for identifies students  Documentation of processes for teachers to request supports for students  Increased connection with EIDL staff  Teaching adjustments for diverse learners documented.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Increase staff capacity to develop and implement strategies to ensure the inclusion of diverse learners in our whole school program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$113,687.43  <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

Document the goals and strategies for individual point of need on individual learning goals	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School Focus on improving student attendance.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 4</b>	Improve student engagement as learners and leaders with a global perspective			
<b>12 Month Target 4.1</b>	Effective Teaching Practices from 81% to 83%			
<b>12 Month Target 4.2</b>	Student Voice and Agency from 63% to 65%			

<b>12 Month Target 4.3</b>	Sense of Connectedness from 78% to 80%
<b>KIS 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create opportunities for student voice and agency across learning tasks.
<b>Actions</b>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>- support the student Leadership Program which will be continued and enhanced in 2023 (Student led assembly, Junior school council)</li> <li>- support our pedagogical models as we continue to move to a more workshop based (BPS inquiry Model, Reader's workshop model, BPS Numeracy model) which will result in increased student agency.</li> <li>- facilitate extension programs in literacy and numeracy (partnering with local secondary colleges)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- continue the Student Leadership Program (Student led assembly, Junior school council)</li> <li>- seek out daily learning opportunities to explore big picture dilemmas across the worlds (Global Studies)</li> <li>- plan inquiry based units of work</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have increasing voice as they inquire and make decisions about what they learn.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Improved student agency and understanding of their goals and achievement in literacy and numeracy</li> <li>- Have full participation in the workshop model</li> <li>- Fully participate in the Global Studies program</li> <li>- Increased student outcomes in Intercultural Understandings</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- identify intercultural understanding learning opportunities for their students</li> <li>- collaborate with their team to develop best practice in the workshop model</li> </ul> <p>Leaders Will:</p> <ul style="list-style-type: none"> <li>- continue to support the embedding of the workshop models</li> </ul>

	<p>- continue to identify and provide PL to support the workshop models</p> <p>Community will:</p> <ul style="list-style-type: none"> <li>- celebrate student success in the (weekly assemblies, take home artefacts).</li> <li>- celebrate student success extension writing program for our grade 6 students in conjunction with Lilydale High School and Yarra Hills Secondary College.</li> </ul>			
<b>Success Indicators</b>	<p>Student identified Goals developed through the workshop model</p> <p>Documented Writer's and Reader's workshop model and Numeracy Instructional model</p> <p>Strategic improvements in line with the CIS commendations and recommendations</p> <p>Student led assemblies</p> <p>Increased growth in student outcomes (NAPLAN and Teacher Judgements)</p> <p>Published examples of student writing (newsletter, Secondary School)</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Continue and support the student Leadership Program	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$15,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
Facilitate extension programs in literacy and numeracy	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Seek out daily learning opportunities to explore big picture dilemmas across the worlds (Global Studies)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,507.00  <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$54,507.00	\$54,507.00	\$0.00
Disability Inclusion Tier 2 Funding	\$301,205.95	\$301,205.95	\$0.00
Schools Mental Health Fund and Menu	\$73,687.43	\$73,687.43	\$0.00
<b>Total</b>	<b>\$429,400.38</b>	<b>\$429,400.38</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review and refine the teacher moderation processes for literacy and numeracy	\$5,000.00
Review and refine the assessment schedule to prioritise summative assessments that enable the triangulation of data.	\$5,000.00
Upskill teachers to use data to identify individual point of need	\$10,000.00
Wellbeing Team use Disability Inclusion practices to connect with families and carers Engage with School based health professionals Empower teachers to write and deliver effective IEP's Connect with community supports School Based allied Health professionals	\$100,000.00
Review and develop the instructional models	\$5,000.00
Undertake learning walks to ensure consistency of planning across the school in relation to the instructional models	\$5,000.00



Address year-level data as an agenda item in Year Level meetings	\$5,000.00
Continually review the assessment schedule to provide strategic and timely processes and structures to gather the data	\$5,000.00
Use the data to teach to their individual students' point of need with the understanding of diverse learners	\$50,000.00
Increase staff capacity to develop and implement strategies to ensure the inclusion of diverse learners in our whole school program.	\$113,687.43
Document the goals and strategies for individual point of need on individual learning goals	\$5,000.00
Whole School Focus on improving student attendance.	\$60,000.00
Continue and support the student Leadership Program	\$15,000.00
Facilitate extension programs in literacy and numeracy	\$20,000.00
Seek out daily learning opportunities to explore big picture dilemmas across the worlds (Global Studies)	\$9,507.00
<b>Totals</b>	<b>\$413,194.43</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Review and refine the teacher moderation processes for literacy and numeracy	from: Term 2 to: Term 3	\$5,000.00	<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

Review and refine the assessment schedule to prioritise summative assessments that enable the triangulation of data.	from: Term 1 to: Term 4	\$5,000.00	<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
Review and develop the instructional models	from: Term 1 to: Term 3	\$5,000.00	<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
Undertake learning walks to ensure consistency of planning across the school in relation to the instructional models	from: Term 1 to: Term 4	\$5,000.00	<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
Address year-level data as an agenda item in Year Level meetings	from: Term 1 to: Term 4	\$5,000.00	<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
Continually review the assessment schedule to provide strategic and timely processes and structures to gather the data	from: Term 1 to: Term 4	\$5,000.00	<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
Continue and support the student Leadership Program	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Seek out daily learning opportunities to explore big picture dilemmas across the worlds (Global Studies)	from: Term 1 to: Term 4	\$9,507.00	<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
<b>Totals</b>		\$54,507.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Upskill teachers to use data to identify individual point of need	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Wellbeing Team use Disability Inclusion practices to connect with families and carers Engage with School based health professionals Empower teachers to write and deliver effective IEP's Connect with community supports School Based allied Health professionals	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>

Use the data to teach to their individual students' point of need with the understanding of diverse learners	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Increase staff capacity to develop and implement strategies to ensure the inclusion of diverse learners in our whole school program.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • <input checked="" type="checkbox"/> Teaching and learning programs and resources  •
Document the goals and strategies for individual point of need on individual learning goals	from: Term 1 to: Term 4	\$21,205.95	<input checked="" type="checkbox"/> Teaching and learning programs and resources  • <input checked="" type="checkbox"/> CRT  •
Facilitate extension programs in literacy and numeracy	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> CRT  • <input checked="" type="checkbox"/> Teaching and learning programs and resources  •
<b>Totals</b>		\$301,205.95	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Increase staff capacity to develop and implement strategies to ensure the inclusion of diverse learners in our whole school program.	from: Term 1 to: Term 4	\$13,687.43	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Whole School Focus on improving student attendance.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$73,687.43	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review and refine the teacher moderation processes for literacy and numeracy	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 2 to: Term 3	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
Review and refine the assessment schedule to prioritise summative assessments that enable the triangulation of data.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Data Leader</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Upskill teachers to use data to identify individual point of need	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Data Leader</li> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)					
<p>Wellbeing Team use Disability Inclusion practices to connect with families and carers</p> <p>Engage with School based health professionals</p> <p>Empower teachers to write and deliver effective IEP's</p> <p>Connect with community supports</p> <p>School Based allied Health professionals</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL Disability <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>Review and develop the instructional models</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1</p> <p>to: Term 3</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>Undertake learning walks to ensure consistency of planning across the school in relation to the instructional models</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site



			<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Address year-level data as an agenda item in Year Level meetings	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continually review the assessment schedule to provide strategic and timely processes and structures to gather the data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	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"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Use the data to teach to their individual students' point of need with the understanding of diverse learners	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing Team					
<p>Increase staff capacity to develop and implement strategies to ensure the inclusion of diverse learners in our whole school program.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL Inclusion	<input checked="" type="checkbox"/> On-site
<p>Document the goals and strategies for individual point of need on individual learning goals</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Data Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Whole School Focus on improving student attendance.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Bianca Wiedemann	<input checked="" type="checkbox"/> On-site
Continue and support the student Leadership Program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Leadership Program	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)					
Facilitate extension programs in literacy and numeracy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	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"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Lilydale and Yarra Hills Secondary Colleges
Seek out daily learning opportunities to explore big picture dilemmas across the worlds (Global Studies)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site