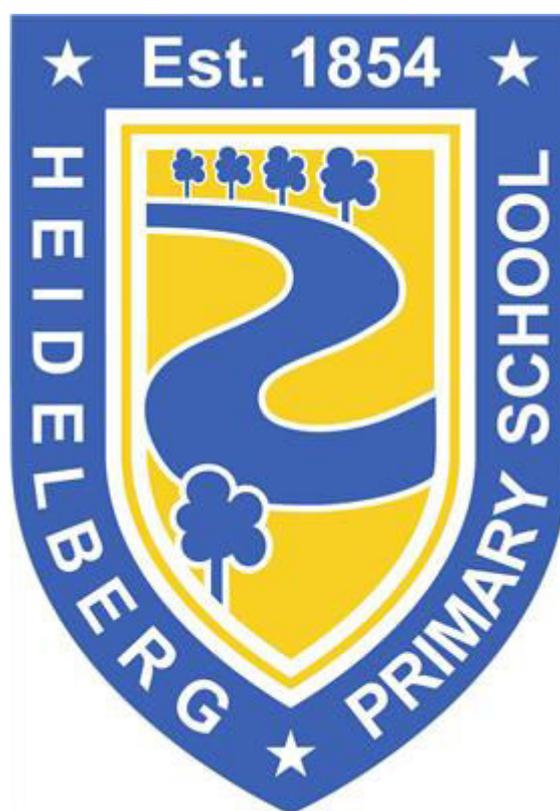# 2022 Annual Implementation Plan

for improving student outcomes

Heidelberg Primary School (0294)

Submitted for review by Brett Mackenzie (School Principal) on 02 March, 2022 at 05:07 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 15 March, 2022 at 01:09 PM
Endorsed by Chris Chan (School Council President) on 23 April, 2022 at 12:13 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

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

| Enter your reflective comments | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students. However the constant change of leadership across the school year, had a negative impact on the development of strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school. Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion were also impacted by the contact change of school leadership across the year, and in turn the philosophy and focus |

Considerations for 2022	During 2022 the focus and considerations for HPS will be: - the planning, teaching and assessment of writing across the school - review of all curriculum and planning documentation - development of the school wide positive behaviour framework.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise literacy outcomes for all students.
Target 2.1	By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN: • Reading from 49% (2019) to 54%. • Writing from 34% (average 2016-18) to 39%.
Target 2.2	By 2023 the percentage of students above level in the Speaking and Listening mode of the Victorian Curriculum, F to Year 6, as measured by teacher judgement will be increased from 38% (2019) to 43%.

Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.
Key Improvement Strategy 2.c Evaluating impact on learning	To embed a culture of formative assessment to inform planning and teaching across all modes of English.
Goal 3	To maximise numeracy outcomes for all students.
Target 3.1	To increase the percentage of students in the top two bands of NAPLAN numeracy at Year 5 from 43% (2019) to 50% (2023).
Target 3.2	To increase the percentage of students meeting or above NAPLAN benchmark growth from 80% (2019) to 85% (2023).
Target 3.3	By 2023 the percentage of students above level in all areas of Numeracy, F to Year 6, as measured by teacher judgement will be increased from • 35% (2018) to 40% (2023) in Measurement and Geometry, • 43% (2018) to 48%(2023) in Number, • 48% (2018) to 53% (2023) in Statistics and Probability.
Key Improvement Strategy 3.a	Build teacher capacity in data literacy to inform the teaching and learning cycle in numeracy.

Evaluating impact on learning	
Key Improvement Strategy 3.b Building practice excellence	To extend staff curriculum knowledge in order to differentiate the teaching and learning of Numeracy.
Key Improvement Strategy 3.c Evaluating impact on learning	To refine assessment practices to inform planning and teaching in Numeracy.
Goal 4	To improve student engagement.
Target 4.1	By 2023 maintain or exceed the percentage of positive responses in the student attitudes to school survey above 2019 levels in the following areas: • Student voice and agency from 88% (2019) to 90% (2023). • Resilience 87% (2019) to 89% (2023). • Stimulated Learning 86%(2019) to 88% (2023).
Target 4.2	To maintain or exceed the percentage of positive responses in the student agency and voice category in the parent opinion survey at or above 89% (2019).
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	To continue to develop a common language and understanding of student agency in learning across the whole school community.
Key Improvement Strategy 4.b	To refine a whole school approach to student goal setting and feedback to maximise student growth

Intellectual engagement and self-awareness	
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	To embed the Respectful Relationships curriculum across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Learning-Decrease low relative growth in writing from 27% to 25% NAPLAN) Wellbeing- Self regulation and goal setting to increase from 85% to 90% (AtoSS)
To maximise literacy outcomes for all students.	Yes	By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN: • Reading from 49% (2019) to 54%. • Writing from 34% (average 2016-18) to 39%.	Increase writing in the top two bands from 27% to 30%

		By 2023 the percentage of students above level in the Speaking and Listening mode of the Victorian Curriculum, F to Year 6, as measured by teacher judgement will be increased from 38% (2019) to 43%.	Increase speaking and listening above level from 31% to 33%
To maximise numeracy outcomes for all students.	No	To increase the percentage of students in the top two bands of NAPLAN numeracy at Year 5 from 43% (2019) to 50% (2023).	
		To increase the percentage of students meeting or above NAPLAN benchmark growth from 80% (2019) to 85% (2023).	
		By 2023 the percentage of students above level in all areas of Numeracy, F to Year 6, as measured by teacher judgement will be increased from • 35% (2018) to 40% (2023) in Measurement and Geometry, • 43% (2018) to 48%(2023) in Number, • 48% (2018) to 53% (2023) in Statistics and Probability.	

To improve student engagement.	No		
		By 2023 maintain or exceed the percentage of positive responses in the student attitudes to school survey above 2019 levels in the following areas: • Student voice and agency from 88% (2019) to 90% (2023). • Resilience 87% (2019) to 89% (2023). • Stimulated Learning 86%(2019) to 88% (2023).	
		To maintain or exceed the percentage of positive responses in the student agency and voice category in the parent opinion survey at or above 89% (2019).	

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	Learning-Decrease low relative growth in writing from 27% to 25% NAPLAN) Wellbeing- Self regulation and goal setting to increase from 85% to 90% (AtoSS)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To maximise literacy outcomes for all students.	
12 Month Target 2.1	Increase writing in the top two bands from 27% to 30%	
12 Month Target 2.2	Increase speaking and listening above level from 31% to 33%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.	Yes
KIS 2 Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.	Yes
KIS 3	To embed a culture of formative assessment to inform planning and teaching across all modes of English.	Yes

Evaluating impact on learning	
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.	To further embed the improvement strategies focused on writing that was commenced in 2021.

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	Learning-Decrease low relative growth in writing from 27% to 25% NAPLAN) Wellbeing- Self regulation and goal setting to increase from 85% to 90% (AtoSS)
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	Plan targeted whole school professional learning on identified priority areas throughout the year plement professional learning plan on writing and wellbeing. Review and evaluate assessment schedule to build consistency **Plan targeted Professional Learning focusing on 'intervention' programs and strategies **Ensure clear processes are in place to identify students requiring additional supports to 'catch up' or those who need to be 'stretched' through extension that will be delivered by Intervention teachers
Outcomes	Students will; - know how lessons are structured - use language aligned to the 6+1 writing strategies - be supported and provided with necessary adjustments in learning Teachers will; - identify students for targeted academic support - work collaboratively to set and track student goals - plan collaboratively in PLCs to implement differentiation based on student data - consistently implement the agreed assessment schedule - utilise constant planning documents to demonstrate differentiation for learning

	**- identify and support students that require learning growth in the curriculum areas of Literacy (Tutor Learning Initiative) requiring additional supports to 'catch up' or those who need to be 'stretched' through extension that will be delivered by **- liaise with education support staff and have consistent understanding of the identification of students who require support/intervention (likewise extension) Leadership will; - review and evaluate instructional models with key stakeholders, such as, teachers, teachers and the school community. - establish a targeted support program for students - align human and financial resources to support students in need - build capacity of staff to develop IEPs - provide opportunities to build capacity and understanding of the HPS instructional model - begin learning walks and talks (longer term goal) **- monitor whole school data sets and funding allocations
Success Indicators	Early indicators VC Teacher judgements Semester 1 Formative and summative assessments Curriculum documentation Goal setting meetings in Term 1 Identify students as part of the Tutor Learning Initiative Late indicators VC Teacher judgements Semester 2 Formative and summative assessments NAPLAN Goal setting - progress of learning and development of goals aligned to semester 1 report Curriculum documentation AtoSS (Stimulating learning, engagement) Instructional leadership and collective efficacy (Staff Opinion Survey) Evidence of growth students in learning rubric- VCOP/ 6 plus 1 Traits (Tutor Learning Initiative)

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
HPS Professional Learning Plan developed and implemented	☑ School Improvement Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
HPS Instructional Model- review and evaluate	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborative Planning- documents, how they are utilised, differentiation for student learning	☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal setting- data analysis, documentation, inform planning and IEPs, targeted support, intervention	☑ Education Support ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish multi-tiered response model to support students wellbeing mental health. Embed positive mental health approaches in staff professional practice. Review Respectful Relationships Program (with regional support) SWPBS TBC ?? (With or without regional support)
Outcomes	Students will; - be able to explain what positive mental health means and where they can seek support at school - be able to recognise, respond to and refer mental health emergencies (age appropriate language) - be able report improved mental health through the use of various strategies and resources - be involved in reviewing values and vision

	Teachers will; - plan for and implement social and emotional learning within their curriculum areas - be able to recognise, respond to and refer students' mental health needs -be involved in reviewing values and vision Leaders will; - observe how staff are embedding social and emotional learning - support the continuous development, documentation and revision of a multi-tiered response to mental health - Assistant Principal/ Staff will directly support students' mental health and/ or provide referrals, utilising regional support HWKC be involved in reviewing values and vision
Success Indicators	Early Indicators: Policies and programs will show documentation multi-tiered response model Curriculum documentation will show plans for social emotional learning Notes from observations Late Indicators: VC- Personal and Social Capability SSS AtoSS

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish PLT to support this work across the school	☑ Respectful Relationships Implementation Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review current practices with the view to utilising resources such as the Schools Mental Health Fund Menu and Planning Tool	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how data will be collected and managed	☑ Assistant Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning schedule to support staff	☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1	$2,000.00

	☑ Teacher(s)		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review values and vision all stakeholders	☑ Education Support ☑ School Improvement Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To maximise literacy outcomes for all students.
12 Month Target 2.1	Increase writing in the top two bands from 27% to 30%
12 Month Target 2.2	Increase speaking and listening above level from 31% to 33%
KIS 1 Evaluating impact on learning	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.

Actions	Teachers to have a collaborative approach in analysing student data
	Teachers to differentiate the teaching and learning program with the use of formative and summative assessment
	Plan whole school professional learning to support in evidence based approaches in supporting students in learning
Outcomes	Students will:
	- know how lessons are structured and how this supports their learning
	- know what their next steps to progress their learning (Goal Setting)
	- experience success and celebrate the acquisition of knowledge
	- report higher level of confidence with Writing skills
	Teachers will:
	- consistently implement the agreed assessment schedule
	- confidently and accurately identify student learning needs of all of their students in Writing
	- meet to engage to engage in reflective practice, evaluate and plan curriculum, assessment and lessons
	- collect data as documented on the HPS Writing Assessment Schedule as to inform PLT conversations
	- provide regular feedback and monitor student progress through Student Goal Setting Conferences and reporting cycles
	- seek further support from Assistant Principals and / or learning specialists as required
	Leaders will:
	- review and evaluate the current assessment schedule with consultation with staff
	- provide professional learning on data literacy
	- analyse student learning and growth data to determine support in classroom practice
	- support completing Writing data analysis
	- revise and update Writing documentation as required
	- provide a meeting structure and systems to support the PLC approach for PLTs to collaborate for improvement
Success Indicators	Early Indicators
	Teacher records and observations of student progress
	Collection of reliable and valid Writing data sets
	Teachers' formative assessment data and summative judgements against the curriculum
	Student feedback on differentiation, the instructional model, and use of common strategies
	Late Indicators
	NAPLAN
	Teacher judgements aligned to Victorian Curriculum
	AToSS results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and implement agreed assessment schedule	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Review and implement processes/ structures for collecting and monitoring school-wide data	☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.			
Actions	Establish the PLC approach to support teacher collaboration and reflection of strengthen teaching practices Participate in Professional learning (both within the school and also with external providers if appropriate) Review, design and implement Literacy instructional models across the school (slight modifications) Establish a culture of reflection where teachers can have rigorous professional discussions about the evidence based teaching of Literacy; for example using the 6+1 traits approach to teaching writing instruction.			
Outcomes	Students will: - fully participate in the teaching and learning programs - articulate their learning intentions and success criteria - be engaged in purposeful differentiated tasks - provide feedback to teachers when sought Teachers will: - develop and deepen their knowledge of the Victorian Curriculum through Professional learning, school documentation, tracking student data and professional dialogue with colleagues and leaders - fully participate in weekly PLC meetings, especially in relation to Literacy (Writing) - seek further support from learning specialists as required			

| | - be open to suggested adjustments and improvements to own teaching and instructional practice.

Leaders will:
- provide a professional learning structure to support PLCs to collaborate for improvement in Writing
- provide a scheduled time for Curriculum leaders to focus on Literacy
- provide opportunities for PLCs to share their learning and outcomes regarding writing
- provide professional learning with a focus on collaboration and building leadership capacity
- support PLT and PLC (team leaders) leaders as required
- participate in learning walks
- seek feedback in order to continue to evolve the refinement of the teaching of Writing
- establish the PLC approach via documented PLC minutes |
|---|---|
| **Success Indicators** | Early Indicators
Increased student engagement and enjoyment in Writing
Student feedback on differentiation, the instructional model and use of common strategies

Late Indicators
A series of professional learning opportunities in association to 6+1 traits approach to teaching writing instruction
Understanding and application of the Victorian Curriculum
Consistent use of HPS instructional Model associated to Writing
Victorian Curriculum outcomes |

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Review and embed 6+1 traits (approach to teach writing instruction)	☑ All Staff
☑ Assistant Principal

☑ PLT Leaders | ☑ PLP Priority | from: Term 2 to: Term 4 | $2,000.00

☐ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items |

					will be used which may include DET funded or free items
Establish the PLC approach for collaborative planning	☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning where appropriate, whole staff, in planning sessions	☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Evaluating impact on learning	To embed a culture of formative assessment to inform planning and teaching across all modes of English.				

Actions	Establish and embed consistent approaches to formative assessment Purposeful use of formative assessment in Writing moderation Collection and use of Writing data Use of PLC data protocols in teams to 'unpack' writing data Instructional coaching with the PLC approach with formative assessment
Outcomes	Students will: - articulate their learning intentions and success criteria - supported to learn at point of need - Implement feedback as provided to them - participate in provision of data (through assessment) that will guide learning progression - show growth in their learning outcomes Teachers will: - review and evaluate assessment schedule to build consistency - collect data as documented on the HPS Literacy Assessment Schedule as to inform future planning and instruction - collect data as documented on the HPS Writing Assessment Schedule as to inform PLT conversations - have a variety of formative assessment tools / strategies - seek further support from leading teachers and / or learning specialists as required Leaders will: - monitor and track data associated to literacy, with a focus on improved writing outcomes - support completing Writing data analysis - provide professional learning with a focus on formative assessment
Success Indicators	Early Indicators Data informed instruction will be evident in planners (i.e. Teacher groups) Data is used to indicate areas of focus for learning growth Late Indicators Teachers have a higher degree of confidence and capacity with data informed instruction in Writing NAPLAN Teacher judgements aligned to Victorian Curriculum

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole staff professional learning sessions on Writing formative assessment practices and moderation	☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation and analysis of formative data in the PLC approach in privileged collaborative meeting time.	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 4	$2,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$16,000.00	$0.00	$16,000.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$16,000.00**	**$0.00**	**$16,000.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Goal setting- data analysis, documentation, inform planning and IEPs, targeted support, intervention	$5,000.00
Review current practices with the view to utilising resources such as the Schools Mental Health Fund Menu and Planning Tool	$5,000.00
Totals	**$10,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Goal setting- data analysis, documentation, inform planning	from: Term 1		

and IEPs, targeted support, intervention	to: Term 4		
Review current practices with the view to utilising resources such as the Schools Mental Health Fund Menu and Planning Tool	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
HPS Instructional Model- review and evaluate	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Collaborative Planning- documents, how they are utilised, differentiation for student learning	☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Goal setting- data analysis, documentation, inform planning and IEPs, targeted support, intervention	☑ Education Support ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site

Professional learning schedule to support staff	☑ Assistant Principal ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Review and implement agreed assessment schedule	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 2	☑ Preparation ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Review and embed 6+1 traits (approach to teach writing instruction)	☑ All Staff ☑ Assistant Principal ☑ PLT Leaders	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish the PLC approach for collaborative planning	☑ Assistant Principal	from: Term 2	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ PLC Initiative	☑ Off-site PLC training

	☑ School Improvement Team	to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	
Provide professional learning where appropriate, whole staff, in planning sessions	☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Whole staff professional learning sessions on Writing formative assessment practices and moderation	☑ School Improvement Team	from: Term 2 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Implementation and analysis of formative data in the PLC approach in privileged collaborative meeting time.	☑ All Staff	from: Term 3 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

				☑ PLC/PLT Meeting		