

2023 Annual Implementation Plan

for improving student outcomes

Tate Street Primary School Geelong (4398)



Submitted for review by Tony Mirabella (School Principal) on 23 April, 2023 at 03:09 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 24 April, 2023 at 10:59 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| 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. | Embedding |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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

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

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

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| Enter your reflective comments | <p>Tate St PS is progressing towards the end of the current strategic cycle. Due to the 2 years of Covid-19 impacting school operations and functions, many of the goals and strategies were not yet met or active at the beginning of 2022. 2022 and moving into 2023 has seen an enormous shift in the strategic focus of the school, with a heavy 'Evolving' level identified through the self-evaluation summary.</p> <p>A shift in leadership style, communication expectations, meeting norms & protocols, data literacy, student management and</p> |
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| | <p>overall approach has certainly been challenging for all staff. Robust, honest conversations are product of such a change and will continue to be for some time.</p> |
| <p>Considerations for 2023</p> | <p>Having an Acting Principal and changed leadership structure is a consideration for 2023 AIP Goals.</p> <p>Tate St PS has shifted from a Principal/Learning Specialist Leadership Team to a Principal, Assistant Principal, Learning Specialist, PLC leaders x 2 and 5 Leadership positions with time allocations across the school.</p> <p>This has also coincided with a major update to the Engagement and Wellbeing Policy and more specifically the universal approach to managing behaviours consistently at Tate St PS.</p> <p>We have an exceptionally challenging Grade 3/4 cohort of students academically and socially. We have split the Grade 4's into 3 classes to allow for targetting curriculum delivery and efficient classroom management.</p> <p>This year we are also taking part in the PLC Core Professional Learning, Mental Health in PS Initiative, Inclusion Outreach Coaching Program, Agile Leadership Numeracy Improvement Program and the continued implementation of the Disability Inclusion Model.</p> <p>Upskilling all staff in student/behaviour management, and providing the language, resources and personal to sustain this.</p> |
| <p>Documents that support this plan</p> | <p>Behaviour Management Model (002).pdf (0.17 MB) Positive Behaviour Matrix (002).pdf (0.14 MB) Staff Information Booklet 2023.doc (0.61 MB) Tate St Behavioural Response Flowchart.pptx (1.2 MB) Tate St Classroom Management PL (002).pptx (9.61 MB)</p> |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal 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. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve student outcomes in Literacy and Numeracy |
| Target 2.1 | To improve from benchmark 68.9% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Reading |
| Target 2.2 | To maintain from benchmark 89% 2019 to 89% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Writing |
| Target 2.3 | To improve from benchmark 64.3% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Spelling |
| Target 2.4 | To improve from benchmark 12% 2019 to 20% in 2023 (2 year running average) for for NAPLAN Growth Yr 3 -5 for Numeracy |

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| Target 2.5 | To move teacher judgements for Writing above expected level from 18% (P-6 average) in 2019 to 30% in 2023 |
| Target 2.6 | To move teacher judgements Number and Algebra above expected level from 21% (P-6 average) in 2019 to 30% in 2023 |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Build capacity of teachers to differentiate learning |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Embed a learning model consistently across Literacy and Numeracy teaching |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Build the capacity of teachers to implement Literacy and Numeracy strategy across the school |
| Goal 3 | To build student voice and agency to improve learning outcomes |
| Target 3.1 | To increase positive endorsement of student voice and agency in SATSS from 70% 2019 to 85% 2023. (ATSS) To maintain or improve student connectedness from benchmark 89% to 90% 2023. (ATSS) |

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| Target 3.2 | To continue to improve our Student Absence P-6 so our per centage of students with 20 or more absence days remains 10% better than similar schools and the average number of absence days over the 2019-2023 period remains 5 days better than similar schools. |
| Target 3.3 | To maintain or improve student voice and agency from benchmark 86% to 90% 2023 (Parent Opinion Survey) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build shared understanding of what student voice and agency entails amongst students, parents and teachers |
| Key Improvement Strategy 3.b Empowering students and building school pride | Build student capacity to be self-directed learners |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Build teacher and student capacity to develop and achieve student personal goals |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2023 Priorities Goal 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 | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Sense of Inclusion to improve from 88% to 90% (AToSS) Differentiated Learning Challenge to improve from 88% to 90% (AToSS)</p> |
| To improve student outcomes in Literacy and Numeracy | Yes | To improve from benchmark 68.9% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Reading | Maintain or improve 90% of students meeting or above benchmark growth for NAPLAN Reading(Years 3 to 5) |
| | | To maintain from benchmark 89% 2019 to 89% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Writing | To maintain percentage of students meeting or above benchmark growth for NAPLAN Writing (83%) |
| | | To improve from benchmark 64.3% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Spelling | To maintain percentage of students meeting or above benchmark growth for NAPLAN Spelling (73%) |
| | | To improve from benchmark 12% 2019 to 20% in 2023 (2 year running average) for for NAPLAN Growth Yr 3 -5 for Numeracy | Maintain 100% of students meeting or above benchmark growth(Years 3 to 5) |
| | | To move teacher judgements for Writing above expected level from 18% (P-6 average) in 2019 to 30% in 2023 | To maintain 18% of students above expected level for teacher judgement in Writing |

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| | | To move teacher judgements Number and Algebra above expected level from 21% (P-6 average) in 2019 to 30% in 2023 | To maintain 36% of students above expected level for teacher judgement in Number and Algebra |
| To build student voice and agency to improve learning outcomes | Yes | To increase positive endorsement of student voice and agency in SATSS from 70% 2019 to 85% 2023. (ATSS) To maintain or improve student connectedness from benchmark 89% to 90% 2023. (ATSS) | Student Connectiveness to improve from 80% (55 students in 2022) to 85% in 2023 (AToSS) Student Voice & Agency to increase from 60% to 70% (Student AToSS) |
| | | To continue to improve our Student Absence P-6 so our percentage of students with 20 or more absence days remains 10% better than similar schools and the average number of absence days over the 2019-2023 period remains 5 days better than similar schools. | To have less than 20 students in the school with less than 80% attendance |
| | | To maintain or improve student voice and agency from benchmark 86% to 90% 2023 (Parent Opinion Survey) | Student Voice & Agency to improve from 82% to 85% on PGCOS (44 responses in 2022) |

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| Goal 1 | 2023 Priorities Goal 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. | |
| 12 Month Target 1.1 | Sense of Inclusion to improve from 88% to 90% (AToSS) Differentiated Learning Challenge to improve from 88% to 90% (AToSS) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |

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| KIS 1.a 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 |
| KIS 1.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. | |
| Goal 2 | To improve student outcomes in Literacy and Numeracy | |
| 12 Month Target 2.1 | Maintain or improve 90% of students meeting or above benchmark growth for NAPLAN Reading (Years 3 to 5) | |
| 12 Month Target 2.2 | To maintain percentage of students meeting or above benchmark growth for NAPLAN Writing (83%) | |
| 12 Month Target 2.3 | To maintain percentage of students meeting or above benchmark growth for NAPLAN Spelling (73%) | |
| 12 Month Target 2.4 | Maintain 100% of students meeting or above benchmark growth (Years 3 to 5) | |
| 12 Month Target 2.5 | To maintain 18% of students above expected level for teacher judgement in Writing | |
| 12 Month Target 2.6 | To maintain 36% of students above expected level for teacher judgement in Number and Algebra | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Curriculum planning and assessment | Build capacity of teachers to differentiate learning | Yes |

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| KIS 2.b Evidence-based high-impact teaching strategies | Embed a learning model consistently across Literacy and Numeracy teaching | Yes |
| KIS 2.c Evidence-based high-impact teaching strategies | Build the capacity of teachers to implement Literacy and Numeracy strategy across the school | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The 2020 School Review identified consistency as a key focus over the next four years. As most of 2020 and 2021 were impacted by COVID these KIS are now more than ever imperative. A new writing approach was introduced in early 2021 which requires continued focus. A Numeracy Learning Specialist has been put in place to further drive coaching, modelling, observations and curriculum delivery. | |
| Goal 3 | To build student voice and agency to improve learning outcomes | |
| 12 Month Target 3.1 | Student Connectiveness to improve from 80% (55 students in 2022) to 85% in 2023 (AToSS) Student Voice & Agency to increase from 60% to 70% (Student AToSS) | |
| 12 Month Target 3.2 | To have less than 20 students in the school with less than 80% attendance | |
| 12 Month Target 3.3 | Student Voice & Agency to improve from 82% to 85% on PGCOS (44 responses in 2022) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 3.a Empowering students and building school pride | Build shared understanding of what student voice and agency entails amongst students, parents and teachers | Yes |
| KIS 3.b | Build student capacity to be self-directed learners | Yes |

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| Empowering students and building school pride | | |
| KIS 3.c Setting expectations and promoting inclusion | Build teacher and student capacity to develop and achieve student personal goals | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The 2020 School Review identified a lack of fidelity in Student Voice & Agency across the school. The 2022 AToSS identified low % responses to the overall Student Voice & Agency indicators in the school from our students, particularly our Grade 4 cohort (32% response to "I have a say in the things I learn). | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2023 Priorities Goal 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. |
| 12 Month Target 1.1 | Sense of Inclusion to improve from 88% to 90% (AToSS) Differentiated Learning Challenge to improve from 88% to 90% (AToSS) |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <ul style="list-style-type: none"> • Review programs on assistive technology and how they are used for students to access the curriculum • All staff provided with external Professional Learning to allow for a shared understanding of quality differentiation • PLC focus on differentiation • The use of a Learning Focus during all explicit teaching settings. • I(L/EES) – Staff participating in PD for ‘I’ warm ups and ‘LES’ • Explore the use of open ended tasks to allow different entry and exit points for students • Create bank of supports in place for students working significantly below/above level • Include common misconceptions in assessment schedule for Preps only • Grade 1/2 Low growth students undertake Common Misconceptions • In PLC’s, focus on improving data literacy to engage and challenge all students • Explore how differentiation can look in planning • Continue the evidence informed practice of the Numeracy HAP at Year 5/6 to support the extension of students working well above level • VHAP Program offered and facilitated for students identified as high achieving according to NAPLAN/Teacher Judgement data |
| Outcomes | Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills Teachers will: understand the various definitions and settings for differentiation; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons that enable and extend Students will: be able to articulate the ‘usual’ structure of lessons and how their capabilities are targeted |

| Success Indicators | NAPLAN Data (Benchmark Growth, Top 2 bands increasing, bottom 2 bands decreasing) Teacher Judgement Data Parent, Guardian Carer Opinion Survey Data Student AToSS Data Staff Opinion Survey Data | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| High Abilities Program - Numeracy (On site) Victorian High Abilities Program (Online) | <input checked="" type="checkbox"/> Numeracy Leader | <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 |
| Common Misunderstanding Assessment for targeted students | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <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 |

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| | | | | | may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| Actions | <ul style="list-style-type: none"> • Student specific yard duties • Social skills group • Improved Engagement and Wellbeing Policy (Processes) • ES attending specialist classes • Improved SSG/IEP Processes • Consistency in delivery of Social/Emotional lessons • Key Contact Meeting Agendas • Disability Inclusion Leader dedicated time • Allied health support • SSS involvement at school • Inclusion outreach program • Wellbeing area in the classroom for self regulation • School wide mindfulness - create a bank of resources • Focus on building relationships - yard duty and active supervision • Compass chain setup with Mental Health and Wellbeing Leader • Values Matrix in all classrooms • Information sharing/communications to teachers of relevant information via PLC meetings > Welfare agenda • Documenting additional needs students > Disability Inclusion Leader facilitate spreadsheet • Timetabled check-ins for students with additional needs • Mentoring from teachers with a specific student > Staff PL • Using the 'we will' statements consistently across all classes • Systematically going through the process for contacting agencies for support • Greater focus on the use of compass for Behaviour Management Model • Assistive technology in place for Tier 2 and Tier 3 students | | | | |
| Outcomes | <p>Leaders will: use multiple sources of evidence to provide all staff and students with the appropriate tools and supports for Mental Health and Wellbeing. They will provide staff with the opportunity to upskill in the area of Mental Health and also keep staff wellbeing at the forefront.</p> <p>Teachers will: understand the range of programs, resources and pathways available in schools to support all students to access and</p> | | | | |

| | <p>education.</p> <p>Students will: be able to articulate the school values and the support process in place from the Behaviour Management Model. They will access relevant supports and tools for Mental health in all elements of school.</p> | | | |
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| Success Indicators | <p>NAPLAN Data (Benchmark Growth, Top 2 bands increasing, bottom 2 bands decreasing)</p> <p>Teacher Judgement Data</p> <p>Parent, Guardian Carer Opinion Survey Data</p> <p>Student AToSS Data</p> <p>Staff Opinion Survey Data</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Berry St Educational Model days 3 & 4</p> <p>Berry St Educational Model days 1 & 2 (for new or absent staff in 2022)</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$8,250.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Delivery of Social/Emotional Lessons by Mental Health & Wellbeing Leaders - PD</p> | <p><input checked="" type="checkbox"/> Wellbeing Team</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Respectful Relationships Team - Meetings and Programs | <input checked="" type="checkbox"/> Respectful Relationships Implementation Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Imagination Club available to students in Grades 3-6 | <input checked="" type="checkbox"/> Disability Inclusion Coordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$2,000.00 <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 |

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| Tier 2 Student Support 1. SSG's 2. Documentation 3. Dedicated planning time 4. ES Support | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$40,000.00 <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 |
| Goal 2 | To improve student outcomes in Literacy and Numeracy | | | |
| 12 Month Target 2.1 | Maintain or improve 90% of students meeting or above benchmark growth for NAPLAN Reading (Years 3 to 5) | | | |
| 12 Month Target 2.2 | To maintain percentage of students meeting or above benchmark growth for NAPLAN Writing (83%) | | | |
| 12 Month Target 2.3 | To maintain percentage of students meeting or above benchmark growth for NAPLAN Spelling (73%) | | | |
| 12 Month Target 2.4 | Maintain 100% of students meeting or above benchmark growth (Years 3 to 5) | | | |
| 12 Month Target 2.5 | To maintain 18% of students above expected level for teacher judgement in Writing | | | |
| 12 Month Target 2.6 | To maintain 36% of students above expected level for teacher judgement in Number and Algebra | | | |
| KIS 2.a | Build capacity of teachers to differentiate learning | | | |

| Curriculum planning and assessment | |
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| Actions | <p>Emerging: Review of types of assistive technology and how it is used for students to access the curriculum</p> <p>Evolving: All staff provided with Professional Learning to allow for a shared understanding of quality differentiation The use of a Learning Focus during explicit teaching. Review of the use of open-ended tasks to allow different entry and exit points for students Review current practice of differentiation in year level teams to work towards developing a consistent approach Creating a safe culture to implement Learning Walks, Peer Observation and coaching from leadership Review of supports in place for students working significantly below/above level Consistent delivery of an explicit teaching model (I do, we do, you do) across year level teams Planning for differentiation and consistent documentation in year levels</p> <p>Embedding: In PLC's, focus on improving data literacy to engage and challenge all students Provide year level teams time to collaboratively plan to ensure consistent planning of differentiation Individualised interventions Working towards the consistent use of phases (launch, explore, discussion, summary) in planning across year level teams Use of concrete materials Implement a Peer Observation model within year level teams with a focus on improving an agreed High Impact Strategies Essential Assessment and moderation across the school, using data Continue the evidence informed practice of the Numeracy HAP at Year 3 & 6 to support the extension of students working well above level Explore what a consistent learning model and assessment look like in year level teams Focus on improving data literacy to make informed decisions about which high impact strategies to implement</p> |
| Outcomes | <p>Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills Teachers will: understand the various definitions and settings for differentiation; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons that enable and extend Students will: be able to articulate the 'usual' structure of lessons and how their capabilities are targeted</p> |
| Success Indicators | <p>NAPLAN Data (Benchmark Growth, Top 2 bands increasing, bottom 2 bands decreasing) Teacher Judgement Data</p> |

| | Parent, Guardian Carer Opinion Survey Data Student AToSS Data Staff Opinion Survey Data | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Agile Leadership Program - Maths Improvement | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC Core Professional Learning | <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Learning Specialist Communities of Practice | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <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 |
| Tutor Learning Initiative | <input checked="" type="checkbox"/> Literacy Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <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 |
| KIS 2.b Evidence-based high-impact teaching strategies | Embed a learning model consistently across Literacy and Numeracy teaching | | | |
| Actions | Emerging: Learning walks scheduled for teams Focus - writing/OG extension | | | |

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| | <p>targeted peer observations with a focus on positive feedback Refine - constructive Professional learning provided to upskill staff on school wide instructional models in order for consistent approach to be developed for TSPS Focus - writing consistency Development of a TSPS OG scope and sequence in learning teams</p> <p>Evolving: Targeting consistent lesson delivery in grade level teams through collaborative planning Consistency planning documents in teams All staff provided with Professional Learning to allow for a shared understanding of quality differentiation Look at how to successfully extend in OG Maintain the use of decodables for ALL students who require them Refine process in place</p> <p>Embedding: Upskilling new and existing staff on OG within school? Staff provided Professional Learning to allow for extension during OG delivery Within school All planners to be kept on Google Drive for the process of accountability, collaboration and shared knowledge Intervention program training offered to community members and volunteers (toe by toe) Tutor Learning Initiative (TLI) provided for students identified by teachers are requiring support (year level focus and teacher) Embed Oral language within planning Maintain delivery of Literacy Intervention (Toe by toe) for students based on data collection Refine - volunteers and coordinator</p> | | | |
| Outcomes | <p>Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills Teachers will: understand the various definitions and settings for differentiation; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons that enable and extend Students will: be able to articulate the 'usual' structure of lessons and how their capabilities are targeted</p> | | | |
| Success Indicators | <p>NAPLAN Data (Benchmark Growth, Top 2 bands increasing, bottom 2 bands decreasing) Teacher Judgement Data Parent, Guardian Carer Opinion Survey Data Student AToSS Data Staff Opinion Survey Data</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |

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| <p>Launch, Explore, Summarise (LES) model implemented school wide - Emerging</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Coaching for Influence Course</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 2</p> | <p>\$1,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Goal 3</p> | <p>To build student voice and agency to improve learning outcomes</p> | | | |
| <p>12 Month Target 3.1</p> | <p>Student Connectiveness to improve from 80% (55 students in 2022) to 85% in 2023 (AToSS)</p> <p>Student Voice & Agency to increase from 60% to 70% (Student AToSS)</p> | | | |

| | |
|---|---|
| 12 Month Target 3.2 | To have less than 20 students in the school with less than 80% attendance |
| 12 Month Target 3.3 | Student Voice & Agency to improve from 82% to 85% on PGCOS (44 responses in 2022) |
| KIS 3.a Empowering students and building school pride | Build shared understanding of what student voice and agency entails amongst students, parents and teachers |
| Actions | <p>SVA Teacher Leader with dedicated time</p> <p>Formalising procedure for Student Voice</p> <p>Standard reflection as a part of every core curriculum lesson</p> <p>School community awareness of the 3 school values</p> <p>Post/suggestion box or process for SVA to receive suggestions and feedback</p> <p>Scheduled SVA Team meetings</p> <p>Timetabled class meetings/circle time</p> <p>Contribution to lesson content (Literacy)</p> <p>Formal feedback from students to teachers - PLC's</p> <p>Student Voice scheduled update reports</p> <p>Student Voice Assembly reports</p> <p>Student Voice section of IEP (Tier 2 & 3)</p> <p>Invite senior students to SSG meetings for a portion</p> <p>Berry St approaches visible in the classroom</p> <p>Values Matrix visible in all classrooms - Class specific displays to represent values</p> <p>School Behaviour Model – Remind, Redirect, Relocate, Reset – (1:1 opportunities)</p> <p>Murrung Teacher Leader role with allocated time</p> <p>Sustainability Teacher Leader role with allocated time</p> <p>Students leadership positions in place - School Captains, House Captains, Curriculum Captains, Library Captains, Sustainability Captains, SVA leaders and Tech Wiz's</p> |
| Outcomes | <p>Leaders will:</p> <p>Provide teachers will the tools and resources to enhance student voice agency</p> <p>Structure PLC cycles to target student voice</p> <p>Murrung Leader will create a greater presence of First Nations culture within the school community</p> <p>Teachers will:</p> <p>Provide targeted and more individualised support for students who need it</p> <p>More opportunities provided for students to contribute to their learning</p> |

| | <p>Targeting lessons at all capabilities Improving relational trust between teachers and students A usable process for students to access and provide feedback Communicate improvements made to lesson structures based on feedback</p> <p>Students will: Promote student mental health and wellbeing Have an active role in providing feedback Demonstrate a greater understanding of the different pathways to provide feedback Given opportunities to foster teamwork and collaboration within the classroom and as a whole school Demonstrate the school values in challenging scenarios Employ techniques to improve self-regulation</p> | | | |
|--|--|---------------------------------------|----------------------------------|--|
| Success Indicators | Parent, Guardian Carer Opinion Survey Data Student AToSS Data PLC Cycle Data Chronicle Entries Values Reflection Attendance data Teacher planners PLC Agenda items SVA Meeting minutes | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Student Voice Leadership Teacher and Middle Leadership roles allocated | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <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 |
| Engagement and Wellbeing Policy Update Team | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 3.b Empowering students and building school pride | Build student capacity to be self-directed learners | | | |
| Actions | SVA Teacher Leader with dedicated time Formalising procedure for Student Voice Standard reflection as a part of every core curriculum lesson School community awareness of the 3 school values Post/suggestion box or process for SVA to receive suggestions and feedback Scheduled SVA Team meetings Timetabled class meetings/circle time Contribution to lesson content (Literacy) Formal feedback from students to teachers - PLC's Student Voice scheduled update reports Student Voice Assembly reports Student Voice section of IEP (Tier 2 & 3) Invite senior students to SSG meetings for a portion Berry St approaches visible in the classroom | | | |

| | |
|---------------------------|---|
| | <p>Values Matrix visible in all classrooms - Class specific displays to represent values</p> <p>School Behaviour Model – Remind, Redirect, Relocate, Reset – (1:1 opportunities)</p> <p>Murrung Teacher Leader role with allocated time</p> <p>Sustainability Teacher Leader role with allocated time</p> <p>Students leadership positions in place - School Captains, House Captains, Curriculum Captains, Library Captains, Sustainability Captains, SVA leaders and Tech Wiz's</p> |
| Outcomes | <p>Leaders will:</p> <p>Provide teachers with the tools and resources to enhance student voice agency</p> <p>Structure PLC cycles to target student voice</p> <p>Murrung Leader will create a greater presence of First Nations culture within the school community</p> <p>Teachers will:</p> <p>Provide targeted and more individualised support for students who need it</p> <p>More opportunities provided for students to contribute to their learning</p> <p>Targeting lessons at all capabilities</p> <p>Improving relational trust between teachers and students</p> <p>A usable process for students to access and provide feedback</p> <p>Communicate improvements made to lesson structures based on feedback</p> <p>Students will:</p> <p>Promote student mental health and wellbeing</p> <p>Have an active role in providing feedback</p> <p>Demonstrate a greater understanding of the different pathways to provide feedback</p> <p>Given opportunities to foster teamwork and collaboration within the classroom and as a whole school</p> <p>Demonstrate the school values in challenging scenarios</p> <p>Employ techniques to improve self-regulation</p> |
| Success Indicators | <p>Parent, Guardian Carer Opinion Survey Data</p> <p>Student AToSS Data</p> <p>PLC Cycle Data</p> <p>Chronicle Entries</p> <p>Values Reflection Attendance data</p> <p>Teacher planners</p> <p>PLC Agenda items</p> <p>SVA Meeting minutes</p> |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|--|--|----------------------------------|--|
| Disability Inclusion Leader - Upskilling in Multi Tiered Systems of Support | <input checked="" type="checkbox"/> Disability Inclusion Coordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$70,000.00 <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 |
| Mental Health professional learning | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Inclusion Outreach Coach working 1:1 with Disability Inclusion Leader | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 | \$15,000.00 |

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|---|---|---------------------------------------|----------------------------------|--|
| | | | to: Term 4 | <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 |
| Student Excursions and Event attendance | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$13,647.00 <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 |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$107,613.86 | \$58,000.00 | \$49,613.86 |
| Disability Inclusion Tier 2 Funding | \$114,241.72 | \$110,000.00 | \$4,241.72 |
| Schools Mental Health Fund and Menu | \$30,647.38 | \$30,647.00 | \$0.38 |
| Total | \$252,502.96 | \$198,647.00 | \$53,855.96 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|-------------|
| High Abilities Program - Numeracy (On site) Victorian High Abilities Program (Online) | \$5,000.00 |
| Common Misunderstanding Assessment for targeted students | \$1,000.00 |
| Berry St Educational Model days 3 & 4 Berry St Educational Model days 1 & 2 (for new or absent staff in 2022) | \$8,250.00 |
| Delivery of Social/Emotional Lessons by Mental Health & Wellbeing Leaders - PD | \$2,000.00 |
| Respectful Relationships Team - Meetings and Programs | \$2,000.00 |
| Imagination Club available to students in Grades 3-6 | \$2,000.00 |
| Tier 2 Student Support 1. SSG's 2. Documentation | \$40,000.00 |

| | |
|---|---------------------|
| 3. Dedicated planning time 4. ES Support | |
| Agile Leadership Program - Maths Improvement | \$3,000.00 |
| PLC Core Professional Learning | \$2,000.00 |
| Learning Specialist Communities of Practice | \$1,000.00 |
| Tutor Learning Initiative | \$20,000.00 |
| Launch, Explore, Summarise (LES) model implemented school wide - Emerging | \$5,000.00 |
| Coaching for Influence Course | \$1,000.00 |
| Student Voice Leadership Teacher and Middle Leadership roles allocated | \$1,000.00 |
| Engagement and Wellbeing Policy Update Team | \$2,000.00 |
| Disability Inclusion Leader - Upskilling in Multi Tiered Systems of Support | \$70,000.00 |
| Mental Health professional learning | \$5,000.00 |
| Inclusion Outreach Coach working 1:1 with Disability Inclusion Leader | \$15,000.00 |
| Student Excursions and Event attendance | \$13,647.00 |
| Totals | \$198,897.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|-----------------|------------------------|---|
| High Abilities Program - Numeracy (On site) | from: Term 1 | \$5,000.00 | <input checked="" type="checkbox"/> School-based staffing |

| | | | |
|---|----------------------------------|-------------|---|
| Victorian High Abilities Program (Online) | to: Term 4 | | |
| Common Misunderstanding Assessment for targeted students | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Respectful Relationships Team - Meetings and Programs | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Agile Leadership Program - Maths Improvement | from: Term 1 to: Term 4 | \$3,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| PLC Core Professional Learning | from: Term 1 to: Term 2 | \$2,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Learning Specialist Communities of Practice | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Tutor Learning Initiative | from: Term 1 to: Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Launch, Explore, Summarise (LES) model implemented school wide - Emerging | 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) |

| | | | |
|--|----------------------------------|-------------|--|
| Coaching for Influence Course | from: Term 1 to: Term 2 | \$1,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Student Voice Leadership Teacher and Middle Leadership roles allocated | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Engagement and Wellbeing Policy Update Team | from: Term 1 to: Term 2 | \$2,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT |
| Inclusion Outreach Coach working 1:1 with Disability Inclusion Leader | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT |
| Totals | | \$58,000.00 | |

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|--|
| Tier 2 Student Support 1. SSG's 2. Documentation 3. Dedicated planning time 4. ES Support | from: Term 1 to: Term 4 | \$40,000.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders Principal Class <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend Profile meetings) |

| | | | |
|---|----------------------------|--------------|--|
| | | | <ul style="list-style-type: none"> • CRT (to attend school planning) <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • Other SSG Attendance <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff |
| Disability Inclusion Leader - Upskilling in Multi Tiered Systems of Support | from: Term 1 to: Term 4 | \$70,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator |
| Totals | | \$110,000.00 | |

Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------|------------------------|---|
| Berry St Educational Model days 3 & 4 Berry St Educational Model days 1 & 2 (for new or absent staff in 2022) | from: Term 1 to: Term 4 | \$8,000.00 | <input checked="" type="checkbox"/> Berry Street Education Model (BSEM) |

| | | | |
|--|----------------------------------|-------------|---|
| Delivery of Social/Emotional Lessons by Mental Health & Wellbeing Leaders - PD | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Employ staff to support Tier 1 activities |
| Imagination Club available to students in Grades 3-6 | from: Term 2 to: Term 2 | \$2,000.00 | <input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) |
| Mental Health professional learning | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) |
| Student Excursions and Event attendance | from: Term 1 to: Term 4 | \$13,647.00 | <input checked="" type="checkbox"/> EdConnect Mentors supporting students (EdConnect Australia) |
| Totals | | \$30,647.00 | |

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 |
|--|--|----------------------------------|--|--|---|---|
| High Abilities Program - Numeracy (On site) Victorian High Abilities Program (Online) | <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Berry St Educational Model days 3 & 4 Berry St Educational Model days 1 & 2 (for new or absent staff in 2022) | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Berry St Ed Model Consultants | <input checked="" type="checkbox"/> Off-site 2 days of Professional learning remaining |
| Imagination Club available to students in Grades 3-6 | <input checked="" type="checkbox"/> Disability Inclusion Coordinator | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Mentors from Ican network | <input checked="" type="checkbox"/> On-site |
| Agile Leadership Program - Maths Improvement | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|---|----------------------------|--|---|---|--|
| | | | | | | |
| PLC Core Professional Learning | <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |
| Launch, Explore, Summarise (LES) model implemented school wide - Emerging | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | 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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Maths Association Victoria <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Coaching for Influence Course | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 2 | <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"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Mental Health professional learning | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MHiPS training modules | <input checked="" type="checkbox"/> Off-site Coordinated by the University of Melbourne |