

2022 Annual Implementation Plan

for improving student outcomes

Port Phillip Specialist School (5145)



PORT PHILLIP
Specialist School

Submitted for review by Juliet Cooper (School Principal) on 26 April, 2022 at 04:09 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 02 May, 2022 at 04:50 PM
Awaiting endorsement by School Council President

Self-evaluation summary

	FISO 2.0	Self-evaluation level
Teaching and Learning		

Enter your reflective comments	
Considerations for 2022	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Maintain the Tutor Learning Initiative program and build on Maths with the TTI</p>
Maximise learning growth for all students	No	<p>By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Moderate assessment tasks together from 50% (2018) to 75% • Collaborate to scaffold student learning from 67% (2018) to 75% 	

		<ul style="list-style-type: none"> • Knowledge of High Impact Teaching Strategies from 67% (2018) to 75% 	
		<p>By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Positive Transitions from 79% (2018) to 85% • Special Needs from 79% (2018) to 90% 	
Improve student outcomes in literacy and numeracy	Yes	<p>Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.</p>	85% of assessment tasks will be moderated in Speaking and Listening through assisted technologies in PLC's across the school to ensure teacher judgment is consistent across the school
		<p>Drafting note: please consider specifying a numerical benchmark By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.</p>	85% of summative assessment tasks Maths will be moderated in PLC's across the school to ensure teacher judgment is consistent across the school
		<p>Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.</p>	25% of students will be assessed with letter identification, letter-sound identification, The Fela (Foundations of Early Literacy Assessment), and The Australian Criterion Scale giving us evidence in learning gains
		<p>By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 57% (2018) to 75% • Collective Efficacy from 61% (2018) to 75% • Academic Emphasis from 48% (2018) to 75% 	This goal was achieved in 2021 and 2022. We aim to sustain this achievement

To enhance the personal and social capabilities of students	Yes	<p>Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.</p>	75% students will use Tier 1 School Wide Positive Behaviour Support (SWPBS) tools and strategies by the end of 2022.
		<p>By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%</p>	75% of staff will incorporate student feedback to improve Teaching and Learning as evidence in the Staff Opinion Survey
		<p>Drafting note: please consider additional targets re student voice and feedback to strengthen the measurement of this achievement of this goal Increase the percentage of positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023 	Sustain positive endorsement by parents on student voice and agency

Goal 1	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12-month target 1.1	Maintain the Tutor Learning Initiative program and build on Maths with the TTI

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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 3	Improve student outcomes in literacy and numeracy	
12-month target 3.1	85% of assessment tasks will be moderated in Speaking and Listening through assisted technologies in PLC's across the school to ensure teacher judgment is consistent across the school	
12-month target 3.2	85% of summative assessment tasks Maths will be moderated in PLC's across the school to ensure teacher judgment is consistent across the school	
12-month target 3.3	25% of students will be assessed with letter identification, letter-sound identification, The Fela (Foundations of Early Literacy Assessment), and The Australian Criterion Scale giving us evidence in learning gains	
12-month target 3.4	This goal was achieved in 2021 and 2022. We aim to sustain this achievement	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.	Yes

KIS 3.b Excellence in teaching and learning	Develop, implement and embed a whole-school approach to formative and summative assessment	Yes
KIS 3.c Excellence in teaching and learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth	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.	KIS 2. a is complete KIS 2b is 75% complete KIS 2c is 2022 goal and will be included in teacher PDP goals	
Goal 4	To enhance the personal and social capabilities of students	
12-month target 4.1	75% students will use Tier 1 School Wide Positive Behaviour Support (SWPBS) tools and strategies by the end of 2022.	
12-month target 4.2	75% of staff will incorporate student feedback to improve Teaching and Learning as evidence in the Staff Opinion Survey	
12-month target 4.3	Sustain positive endorsement by parents on student voice and agency	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework	Yes
KIS 4.b Positive climate for learning	Build staff knowledge and understanding of student voice, agency, and leadership	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.

2019 Review reflection blah blah blah

Define actions, outcomes, success indicators 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	Maintain the Tutor Learning Initiative program and build on Maths with the TTI			
KIS 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			
Actions	The Learning Specialists will Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs The WOrkforce Plan will maintain the employment of a Tutor. Professional Development for the Tutor - 2020 English Focus 2021 Maths focus			
Outcomes	Teachers will provide students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Teachers and tutors will plan for differentiation based on student learning data			
Success Indicators	Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be observed Victorian Curriculum judgments will show growth in learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Organize Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on formative assessment	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$150.00
Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	The School Improvement Team (SIT) will establish a multi-tiered response model to support students' mental health The School Improvement Team (SIT) will embed positive mental health practices and approaches in staff professional practices Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes			
Outcomes	Teachers will plan for and implement social and emotional learning within their curriculum areas Our PCO's Learning Specialist and Integrated Services Team will support the continuous development, documentation, and revision of a multi-tiered response model to mental health The ISC team will directly support students' mental health and/or provide referrals			
Success Indicators	Teachers curriculum documentation will show plans for social and emotional learning The Staff survey will demonstrate a sense of connectedness, emotional awareness and regulation, psychological			

	distress, resilience			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Run Professional Development with an external provider	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve student outcomes in literacy and numeracy			
12-month target 3.1	85% of assessment tasks will be moderated in Speaking and Listening through assisted technologies in PLC's across the school to ensure teacher judgment is consistent across the school			
12-month target 3.2	85% of summative assessment tasks Maths will be moderated in PLC's across the school to ensure teacher judgment is consistent across the school			

12-month target 3.3	25% of students will be assessed with letter identification, letter-sound identification, The Fela (Foundations of Early Literacy Assessment), and The Australian Criterion Scale giving us evidence in learning gains			
12-month target 3.4	This goal was achieved in 2021 and 2022. We aim to sustain this achievement			
KIS 3.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.			
Actions	Develop a school-wide numeracy and Literacy strategy Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support			
Outcomes	PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will confidently and accurately identify student learning needs of all of their students			
Success Indicators	Teachers' formative assessment data and summative judgments against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating the use of strategies from professional learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on embedding numeracy and literacy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

monitoring data throughout the year			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment			
Actions	Develop a school-wide numeracy and Literacy strategy Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Teachers will moderate twice per term			
Outcomes	PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will confidently and accurately identify student learning needs of all of their students			
Success Indicators	Teachers' formative assessment data and summative judgments against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating the use of strategies from professional learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Walks	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2	\$500.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Peer Observations	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth			
Actions	Establish processes/structures for collecting and monitoring school-wide data Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities Provide targeted training to Education Support staff to build capability to support provided to teachers and students			
Outcomes	Teachers will consistently implement the agreed assessment schedule Teachers will provide students with the opportunity to work at their level using differentiated resources Education Support staff provide high quality support to teachers and students in the classroom			
Success Indicators	Semester 2 teacher judgments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Documentation and data from formative assessments Moderated student work Minutes of meetings Learnin walk obs peer obs			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish processes and protocols for regular moderation of student work within teaching teams	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	To enhance the personal and social capabilities of students			
12-month target 4.1	75% students will use Tier 1 School Wide Positive Behaviour Support (SWPBS) tools and strategies by the end of 2022.			
12-month target 4.2	75% of staff will incorporate student feedback to improve Teaching and Learning as evidence in the Staff Opinion Survey			
12-month target 4.3	Sustain positive endorsement by parents on student voice and agency			
KIS 4.a Health and wellbeing	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework			

Actions	Schedule and organise professional learning on embedding SWPBS into school teaching and learning programs by Therapists Peer observations of classrooms Schedule whole-school professional development by external providers through the mental health fund			
Outcomes	Teachers will have more knowledge on managing behaviors of concern in the classroom Teachers will have a range of teaching and learning strategies to manage behaviors of concern in the classroom Teachers will consistently implement SWPBS strategies throughout their programs			
Success Indicators	Increased attendance by senior students Increased engagement in classrooms Reduction in SENTRAL student data on behaviours of concern Reduced Edusafe reports from student incidents			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
asDevelop a Professional Learning Community including a range of staff from across the school are	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Professional Development for all staff on each Curriculum Day in 2022	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input checked="" type="checkbox"/> Equity funding will be used

Provide Professional Development for all staff on each Curriculum Day in 2022	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4.b Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency, and leadership			
Actions	Schedule and organise professional learning on embedding SWPBS into school teaching and learning programs by Therapists Peer observations of classrooms Schedule whole-school professional development by external providers through the mental health fund			
Outcomes	Teachers will have more knowledge on managing behaviors of concern in the classroom Teachers will have a range of teaching and learning strategies to manage behaviors of concern in the classroom Teachers will consistently implement SWPBS strategies throughout their programs			
Success Indicators	Increased attendance by senior students Increased engagement in classrooms Reduction in SENTRAL student data on behaviours of concern Reduced Edusafe reports from student incidents			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a Professional Learning Community including a range of staff from across the school areas	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00
Provide Professional Development for all staff on each Curriculum Day in 2022	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1	\$100.00

			to: Term 4	
Applied Health Staff to run peer observation sessions in the classrooms to provide feedback for	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,425.10	\$0.00	\$8,425.10
Disability Inclusion Tier 2 Funding	\$22,206.14	\$0.00	\$22,206.14
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$30,631.24	\$0.00	\$30,631.24

Activities and milestones – Total Budget

Activities and milestones	Budget
Organize Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation	\$500.00
Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement	\$500.00
Conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms	\$250.00
Run Professional Development with an external provider	\$4,000.00
Schedule and organise professional learning on embedding numeracy and literacy across curriculum	\$1,000.00

areas, and allocate time for teachers to plan for implementation	
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$500.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$1,000.00
Learning Walks	\$500.00
Peer Observations	\$500.00
Establish processes/structures for collecting and monitoring school-wide data	\$1,000.00
Establish processes and protocols for regular moderation of student work within teaching teams	\$500.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$500.00
asDevelop a Professional Learning Community including a range of staff from across the school are	\$500.00
Provide Professional Development for all staff on each Curriculum Day in 2022	\$100.00
Provide Professional Development for all staff on each Curriculum Day in 2022	\$1,000.00

Totals	\$12,350.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Organize Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation	from: Term 1 to: Term 3		
Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement	from: Term 2 to: Term 2		
Conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms	from: Term 1 to: Term 4		
Run Professional Development with an external provider	from: Term 1 to: Term 4		
Schedule and organise professional learning on embedding numeracy and literacy across curriculum areas, and allocate time for teachers to	from: Term 1 to: Term 4		

plan for implementation			
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4		
Learning Walks	from: Term 2 to: Term 4		
Establish processes/structures for collecting and monitoring school-wide data	from: Term 1 to: Term 4		
Establish processes and protocols for regular moderation of student work within teaching teams	from: Term 1 to: Term 4		
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4		
asDevelop a Professional Learning Community including a range of staff from across the school are	from: Term 1		

	to: Term 4		
Provide Professional Development for all staff on each Curriculum Day in 2022	from: Term 1 to: Term 4		
Provide Professional Development for all staff on each Curriculum Day in 2022	from: Term 2 to: Term 4		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Run Professional Development with an external provider	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Run Professional Development with an external provider	from: Term 1 to: Term 4		
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4		
Peer Observations	from: Term 2 to: Term 4		
asDevelop a Professional Learning Community including a range of staff from across the school are	from: Term 1 to: Term 4		
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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Organize Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on formative assessment	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Schedule and organise professional learning on embedding numeracy and literacy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Develop a Professional Learning Community including a range of staff from across the school areas	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site