

2022 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 24 March, 2022 at 02:16 PM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 29 March, 2022 at 08:03 AM
Endorsed by Scott Siega (School Council President) on 30 March, 2022 at 06:17 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	Our school has embedded a culture of collective efficacy and collective responsibility. The MPPS Teaching and Learning Framework documents most school structures and approaches. This supports consistency and alignment within PLCs and across the School. PLCs are embedded across the school. Teams work collaboratively with a clear focus on student outcomes and use of student data to drive improvement and student growth. A continued focus is required to improve student voice including teacher/student relationships. The home school partnerships is also an important need - particularly in light of the high level of parent/carer engagement during remote and flexible learning over the past two years.
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<p>Considerations for 2022</p>	<p>2022 is the final year of our School Strategic Plan. The focus this year includes continuing to develop and improve teaching and learning best practice in literacy (reading) through the PLC inquiry process, the meeting schedule and coaching. A focus reviewing planning documents to ensure they reflect the current practice and knowledge of the team (including the use of mentor texts to effectively support the lesson goal and engage students). We will also continue the work on student voice, particularly the focus on authentic purpose across the curriculum, and the use of real world problems and problem based learning in maths. Smart words has been introduced in 2021 as a program to support the teaching of spelling. Continuing this work (hopefully without the interruption of lockdowns) will be a focus this year so we can review the impact and ongoing implementation.</p> <p>The school is also part of the final tranche implementing the Respectful Relationships program in 2022. Finally, Seesaw as a digital feedback tool will be implemented to further develop Parent - Student - Teacher communication.</p> <p>In the second half of the year we will be participating in our School Review in preparation for developing our School Strategic Plan for 2023 - 2026.</p> <p>In addition to our teaching and learning priorities, MPPS is also involved in a significant Capital Works project. The school is scheduled to begin the building stage in August 2022. This will involve decanting classes and impact teaching and learning across the school (in terms of timetable, access to classrooms/buildings/grounds, and factors such as noise).</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve achievement and optimise the learning growth of every student.</p>
Target 2.1	<p>Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.</p>
Target 2.2	<p>By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥ 80 per cent.</p>

Target 2.3	By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.
Key Improvement Strategy 2.a Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).
Key Improvement Strategy 2.b Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)
Key Improvement Strategy 2.c Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership)
Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence • Self-regulation and goal setting <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Student Voice and agency

<p>Target 3.2</p>	<p>By 2022 the percentage of parents responding positively to the following measures contained in the student <u>Parent Survey</u> to be at or above 85 per cent (percentage endorsement):</p> <p><u>Student cognitive engagement domain</u></p> <ul style="list-style-type: none"> • Student motivation and support <p><u>Student Development domain</u></p> <ul style="list-style-type: none"> • Student agency and voice • Confidence and resiliency skills
<p>Key Improvement Strategy 3.a Curriculum planning and assessment</p>	<p>Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)</p>
<p>Goal 4</p>	<p>Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.</p>
<p>Target 4.1</p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Resilience <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Sense of inclusion <p><u>School Safety</u></p>

	<ul style="list-style-type: none">• Respect for diversity
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	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>The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 70 per cent (percentage endorsement):</p> <p>Teacher-Student Relations - Teacher concern factor</p>
To improve achievement and optimise the learning growth of every student.	Yes	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.

		<p>By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥ 80 per cent.</p>	<p>Students completing the NAPLAN in 2022 did not complete the NAPLAN in 2020 due to COVID. They will not have a growth score.</p> <p>The percentage of Year 5 students in the top 2 bands of NAPLAN reading are at or above 60%. The percentage of students assessed in the top 2 bands of the Victorian Curriculum Reading was 57% in semester 2, 2020.</p> <p>The percentage of Year 3 students in the top 2 bands of NAPLAN reading are at or above 65%. Currently 63% of students were assessed in the top 2 bands of the Victorian Curriculum (TJ) in semester 2, 2021.</p>
		<p>By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.</p>	<p>That 80% of Year 3 students in the top two bands in Victorian Curriculum Reading in 2020 semester 2 will remain (as a matched cohort) in the top two Bands in Year 5 NAPLAN in 2022.</p>
<p>To create empowered learners who are actively engaged in and connected to their learning.</p>	<p>Yes</p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence • Self-regulation and goal setting 	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain</p> <p>- Learning confidence/sense of confidence factor,</p>

		<p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Student Voice and agency 	<p>Self-regulation and goal setting factor, Social engagement domain - Student Voice and agency factor</p>
		<p>By 2022 the percentage of parents responding positively to the following measures contained in the student <u>Parent Survey</u> to be at or above 85 per cent (percentage endorsement):</p> <p><u>Student cognitive engagement domain</u></p> <ul style="list-style-type: none"> • Student motivation and support <p><u>Student Development domain</u></p> <ul style="list-style-type: none"> • Student agency and voice • Confidence and resiliency skills 	<p>By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain - Student motivation and support factor</p> <p>Student Development domain - Student agency and voice factor - Confidence and resiliency skills factor</p>
<p>Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.</p>	<p>Yes</p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Resilience <p><u>Social engagement domain</u></p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain - Perseverance (formally Resilience) factor</p>

		<ul style="list-style-type: none"> • Sense of inclusion <p><u>School Safety</u></p> <ul style="list-style-type: none"> • Respect for diversity 	<p>Social engagement domain - Sense of inclusion factor</p> <p>School Safety - Respect for diversity</p>
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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	<p>The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 70 per cent (percentage endorsement):</p> <p>Teacher-Student Relations - Teacher concern factor</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve achievement and optimise the learning growth of every student.	
12 Month Target 2.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.	
12 Month Target 2.2	<p>Students completing the NAPLAN in 2022 did not complete the NAPLAN in 2020 due to COVID. They will not have a growth score.</p> <p>The percentage of Year 5 students in the top 2 bands of NAPLAN reading are at or above 60%. The percentage of students assessed in the top 2 bands of the Victorian Curriculum Reading was 57% in semester 2, 2020.</p> <p>The percentage of Year 3 students in the top 2 bands of NAPLAN reading are at or above 65%. Currently 63% of students were assessed in the top 2 bands of the Victorian Curriculum (TJ) in semester 2, 2021.</p>	
12 Month Target 2.3	That 80% of Year 3 students in the top two bands in Victorian Curriculum Reading in 2020 semester 2 will remain (as a matched cohort) in the top two Bands in Year 5 NAPLAN in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).	Yes
KIS 2 Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)	Yes

KIS 3 Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared 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.	<p>Our focus throughout our current School Strategic Plan is that all students achieve more than a year's growth in 12 months. The self-evaluation process identified a percentage of students who were not achieving 12 months growth. The students that are not achieving the growth is spread across at, below and above expected achievement (levels). Despite the interruption of COVID and periods of Remote and Flexible Learning, this has continued to be a focus. This is the final year of our strategic plan. We will be continuing to maximise the learning growth for every student with an emphasis on Reading and developing teacher capacity in the reading curriculum, and reading instruction and assessment practices. Ensuring that there is rigour within the Literacy instructional model will be a priority. We will improve the learning growth of all students through the effective implementation of the Professional Learning Communities (PLC) pedagogy based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons and high impact teaching strategies to improve student outcomes.</p>	
Goal 3	To create empowered learners who are actively engaged in and connected to their learning.	
12 Month Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain - Learning confidence/sense of confidence factor, Self-regulation and goal setting factor,</p> <p>Social engagement domain - Student Voice and agency factor</p>	
12 Month Target 3.2	<p>By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain - Student motivation and support factor</p> <p>Student Development domain - Student agency and voice factor - Confidence and resiliency skills factor</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)	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.	We will continue to implement strategies to activate student voice, leadership and agency in their learning however this will not be a prioritised KIS this year. The work with Quaglia Institute of Voice and Aspirations is an important part of the MPPS teaching and learning framework. The Victorian Teaching and Learning Model and within this, the GANAG lesson structure, nine high-yield learner strategies and high impact teaching strategies are key enablers for student voice. Ensuring effective induction of staff new to the school in 2022 to build a shared understanding and commitment to our beliefs around student voice, as well as our teaching and learning model will be an area of focus this year.	
Goal 4	Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.	
12 Month Target 4.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): Learner characteristics and dispositions domain - Perseverance (formally Resilience) factor Social engagement domain - Sense of inclusion factor School Safety - Respect for diversity	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)	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.

In 2022 we will be implementing the Respectful Relationships program. This involves building pedagogical understanding around wellbeing strategies and practices, drawing together our existing practices (including mindfulness, RRRRs (Rights, Resilience and Respectful Relationships program) and zones of regulation), and articulating a framework that outlines our approach to supporting students with their health and wellbeing, and inclusion. This work will also help with developing teacher-student relationships, a need identified through the Attitudes to School data in 2021. Actions, outcomes and activities will be planned and monitored through the priority goal "Goal 1, KIS 1b Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable"

Further developing home-school partnerships will continue to be a focus. Over the past two years during remote and flexible learning parents and carers have been extremely involved in their child's learning. A focus this year is promoting the continued engagement of families through open feedback and communication.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 70 per cent (percentage endorsement): Teacher-Student Relations - Teacher concern factor
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Continue to implement the Tutor Learning Initiative to support students in terms of their learning growth and learning confidence. Provide learning opportunities that extend high ability students through the high abilities program and in-class differentiation and enrichment. Plan for and embed real world and problem based learning in numeracy, and an explicit teaching approach that focuses on "purpose" of learning experiences.
Outcomes	Students will: <ul style="list-style-type: none"> - be able to articulate the goal of the lesson as well as the purpose or the "why" of what they are learning about across the curriculum. - be able to apply a range of skills and concepts learnt to real world and problem based learning experiences in numeracy. Teachers will: <ul style="list-style-type: none"> - regularly communicate with the tutors and establish shared goals and approaches to improve the learning outcomes for student in the TLI. - understand the needs of their students and differentiate their lesson planning to extend students working above their expected level of achievement. - explicitly make real world connections to student learning goals and outcomes - helping students understand the purpose of why they are focusing on specific skills and knowledge. - provide opportunities for real world and problem based learning in the numeracy curriculum.

	<p>Leaders will:</p> <ul style="list-style-type: none"> - use multiple sources of evidence to track the tutor learning initiative implementation and monitor and adjust as needed. - support the implementation of the high ability program with professional learning, staffing and timetabling. 			
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN top 2 bands data (Panorama dashboard) Classroom Observations and Learning walks Assessment Schedule (including F & P growth tracking of all students) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. Tutor learning initiative timetable and notes/updates in OneNote Notebook</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish the TLI for 2022 including finalising staffing, confirming timetable and identify students for the program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Establish communication plan for tutors and classroom teachers to track, monitor and share learning plans for students on TLI.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with DET professional learning for the High Ability Program and DET enrichment series.	<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 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a plan for supporting high ability students including documenting process for identifying, nominating and tracking students who engage with the high ability program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional learning for staff on real-world and problem-based learning in numeracy through the meeting schedule.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a whole school intervention program inclusive of the TLI to support learning catch up and extension of identified students and maintain whole school reading support intervention program. (students working 12 months or more below expected and who have not had 24 months growth in 2020-2021)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <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 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>Implement the Respectful Relationships program. Develop a yearly overview of the Rights, Resilience and Respectful Relationships program (RRRRs) and weekly RRRR lessons. Professional Learning on the zones of regulation and trauma.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - feel safe and accepted at school by their teacher, the staff and their peers - be confident, happy and resilient learners - develop trusting relationships with their teachers and feel comfortable to talk to the teacher if something is worrying them - demonstrate a commitment to gender equality and respectful relationships - have a range of strategies that they use to demonstrate perseverance and resilience and manage their emotions - live the school values and display a growth mindset <p>Teachers will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of trauma and the impact on student behaviour and learning. Teachers will implement strategies to develop a positive, inclusive learning environment that caters to the individual needs of students. - demonstrate a commitment to gender equality and respectful relationships - assist students to problem solve issues or dilemmas - use anchor charts to guide student thinking (problem solving steps, zones of regulations, mindfulness prompts, growth mindset) - have high expectations for student behaviour - consistent and agreed upon practices across the team - be intentional, be supportive, be demanding (in relation to Student Behaviour/ Relationships) - have positive relationships with students where students feel accepted. <p>Leaders will:</p> <ul style="list-style-type: none"> - actively promote and model gender equality and respectful relationships at MPPS - provide whole school expectations (and agreed framework) in terms of promoting a positive school culture reflective of the MPPS School Mission, Vision and Values. <p>Parents will:</p> <ul style="list-style-type: none"> - promote a resilient and growth mindset in children - coach them through difficulties (rather than solving things for them) - demonstrate a shared understanding of Respectful Relationships and wellbeing programs, policies and processes at Moonee Ponds Primary School.
Success Indicators	<p>School opinion data - Attitudes to School and Pivot, School Staff Survey and Parent Opinion Survey. Meeting schedule and Staff Collaboration OneNote - meeting minutes, curriculum plans, yearly overviews of RRRRs Individual learning plans and positive behaviour support plans Professional Learning agendas School newsletter and School Website</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning and implementation of the Respectful Relationships initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs develop a yearly overview of the Rights, Resilience and Respectful Relationships program (and focus for weekly lessons).	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for staff on understanding and supporting students with trauma (and using the zones of regulation).	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage parents with the School's implementation of Respectful Relationships initiative and promoting the school's commitment to gender equality and respectful relationships through sharing information and updates in the newsletter, Compass newsfeed, School website and School council agenda.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve achievement and optimise the learning growth of every student.			
12 Month Target 2.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.			
12 Month Target 2.2	Students completing the NAPLAN in 2022 did not complete the NAPLAN in 2020 due to COVID. They will not have a growth score. The percentage of Year 5 students in the top 2 bands of NAPLAN reading are at or above 60%. The percentage of students assessed in the top 2 bands of the Victorian Curriculum Reading was 57% in semester 2, 2020.			

	The percentage of Year 3 students in the top 2 bands of NAPLAN reading are at or above 65%. Currently 63% of students were assessed in the top 2 bands of the Victorian Curriculum (TJ) in semester 2, 2021.
12 Month Target 2.3	That 80% of Year 3 students in the top two bands in Victorian Curriculum Reading in 2020 semester 2 will remain (as a matched cohort) in the top two Bands in Year 5 NAPLAN in 2022.
KIS 1 Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).
Actions	PLCs to reviewing literacy unit planners with the lens of simplifying lessons to reflect the intent of the GANAG lesson structure and lesson goal. PLCs identifying and explicitly plan for quality mentor texts in the literacy unit planners. Targeted coaching for teachers with the lens of developing quality reading instruction and high impact teaching strategies. Professional learning for staff in the teaching of phonics and spelling, and the implementation of Smart Words spelling program (foundation to year 6).
Outcomes	<p>Students will:</p> <p>Engage in a curriculum that is responsive to the needs of their cohort as a result of authentic assessment and high quality teaching. Experience mentor texts that are new to them in this context and engage them with the learning goal. Be working at various entry points - all able to engage with the goals and have a sense of achievement. Demonstrate improved knowledge of and skills in phonemic awareness, phonics, grammar and spelling.</p> <p>Teachers will:</p> <p>Demonstrate high impact teaching strategies and authentic implementation of GANAG lesson structure within the teaching and learning context of Reading. Adhere to a school wide consistent assessment schedule. Consistently collect and analyse data, and have agreed protocols for collecting, sharing and analysing this data. Demonstrate collective efficacy and collective responsibility through a collective approach to knowing and responding to cohort needs, shared planning and teaching across year levels and collaborating with other year levels about students below and above their year levels. Use pre-assessment data to guide/change planning documents so point of need teaching is ensured. Demonstrate a shared understanding of phonemic awareness, phonics, grammar and spelling. Implement the Smart Words spelling program with consistency and fidelity.</p> <p>School leaders will:</p>

	Respond to professional learning needs of staff through targeted professional learning activities, the meeting schedule/agenda and PDP. Meet regularly with team leaders and learning area leaders to provide feedback and monitor curriculum planning and coaching.			
Success Indicators	Student Assessment Continuums (data tracking tool) and NAPLAN top 2 bands data (Panorama dashboard) Classroom Observations and Learning walks Assessment Schedule (including F & P growth tracking of all students) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. Opinion data - school staff survey, attitudes to school and Pivot.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs to reviewing literacy unit planners with the lens of simplifying lessons. Identify and edit planning documents so they differentiate what is shared with students and what is background information for teachers. Minimise the amount of new information to reflect lesson goal.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the reading curriculum through working with leaders and supporting class teachers as required.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy Coach to support Years 3-6 PLCs with planning, teaching, assessing and documenting of the reading curriculum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs to review literacy planners to identify and explicitly plan for quality mentor texts.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Learning specialist to provide professional learning at the term 1 curriculum day and through the meeting schedule to support teachers with establishing their Smart Words Program.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning specialist to develop a resource bank to support the implementation of Smart Words including modelling and filming lessons, updating key documents and reference material in the Staff Collaboration OneNote.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)			

Actions	Implement the PLC evidence-based inquiry approach with an initial focus on improving student outcomes in Reading. Develop teacher knowledge and capacity for implementing a consistent and differentiated reading block structure and assessment schedule through the PLC inquiry cycle.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be supported at their point of need with targeted teacher and learner strategies to maximise their growth <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in developing inquiry cycles based on collected data with an agreed focus - work through the inquiry process with a focus on collective efficacy, collective responsibility and high expectations for all - to use data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices - be reflective and open to giving and receiving feedback and participate in collegiate visits, learning walks, coaching and classroom observations - actively engage in professional learning including professional reading, coaching and DET resources - be prepared for PLC meetings and actively contribute to team planning and inquiry cycle planning - maintain a data collection system (to record and track student assessment - including F&P, conference notes, guided teaching notes and live scoring) - contribute to a culture of trust, quality relationships and individual and collective accountability <p>PLC instructional leaders will:</p> <ul style="list-style-type: none"> - lead teams of teachers and build their capacity to use collaborative practices that will have a positive impact on learning outcomes - develop and embed a shared team vision and commitment to ambitious goals and targets for student and teacher learning - focus their teams on using an inquiry cycle to measure the impact of their teaching and identify areas for professional learning - support their teams to collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices - adhere to inquiry cycle schedules - keep the momentum going, and plan for and facilitate PLT meetings, including the use of protocols to support data analysis and teacher reflection and professional learning - drive a culture of trust, quality relationships and individual and collective accountability
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard)</p> <p>Collegiate visits reflections.</p> <p>Classroom Observations and Learning walks</p> <p>Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets)</p> <p>Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement 3-4 PLC inquiry cycles with an initial focus on reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership)			
Actions	Professional Learning where PLC instructional leaders build their capacity to lead teams effectively, including using a consistent and structured cycle of evidence-based curriculum planning. Continue to strengthen and develop the leadership team and the leadership capacity of staff.			
Outcomes	Teachers will: <ul style="list-style-type: none"> - Know the focus of meetings each week and come prepared with evidence of student learning - Consistent approach from teams around collection and analysis of data - Know how to access supports to improve student learning - Adapt planning to respond to data and student needs - Feel confident to know next step for each student in learning - Actively engage in team/staff discussion of student learning and teacher practice - Give and receive feedback on learning for students and teachers - Use consistent assessment practices - Demonstrate open attitude to engaging with collegiate visits, coaching, reflecting and feedback conversations - Set goals for students and for own teaching/team 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> - Drive PLC inquiry cycle in year level PLC teams - unpack what this is and how it will be applied within our school context - Lead team meetings with a focus on working through stages of PLC inquiry - Provide coaching support to assist teachers/teams on this work - Facilitate data analysis - Model instructional practice across different areas in own classroom and supporting other teachers in team - Participate in Collegiate visits with a focus on instruction and teacher practice - Engage in learning walks to gain knowledge of teacher practice across team - Liaise between the year levels with a focus on curriculum, instruction, assessment and feedback practices. 			
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard) Collegiate visits reflections. Classroom Observations and Learning walks Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Professional Learning - leadership day/s with a focus supporting the knowledge and efficacy of our PLC leaders. This includes a leadership induction day, the SIT meeting schedule and a designated leadership day in semester 1 and semester 2.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
12 Month Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain - Learning confidence/sense of confidence factor, Self-regulation and goal setting factor,</p> <p>Social engagement domain - Student Voice and agency factor</p>
12 Month Target 3.2	<p>By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain - Student motivation and support factor</p> <p>Student Development domain - Student agency and voice factor - Confidence and resiliency skills factor</p>
KIS 1 Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)
Actions	Professional Learning for staff new to the school on Student Voice and the Teaching and Learning Model (including the GANAG lesson structure) as part of the induction process.
Outcomes	<p>Teachers will:</p> <p>Differentiate their teaching based on assessment and student interaction with the goal (feedback for instruction) Plan curriculum aligned with GANAG Instructional Model and embed the nine high yield learner strategies Implement a consistent approach to students' recording their learning goals (goal books) Respond to and provide feedback to students</p> <p>School leaders will:</p>

	Implement leadership learning walks as a feedback tool to compare change in practise over the year and identify future support/action needed for continued improvement.			
Success Indicators	Student forums Instructional Observations and Learning walks Coaching reflections Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) and induction meetings			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Induction day for staff new to the school - focus on MPPS teaching and learning framework and other induction processes to help with the transition and establish the culture of MPPS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.			
12 Month Target 4.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain - Perseverance (formally Resilience) factor</p> <p>Social engagement domain - Sense of inclusion factor</p> <p>School Safety - Respect for diversity</p>			
KIS 1 Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)			
Actions	Implement Seesaw as a digital tool to support home-school partnerships and engage parents and carers with their child/rens learning.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - record, share and provide feedback about their learning - document their learning, be creative and learn how to use Seesaw effectively - confidently engage with their families about what's happening in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> - demonstrate knowledge and skill in using Seesaw as a tool to strengthen home-school connections. - record, share and provide feedback about what's happening in the classroom 			

	<ul style="list-style-type: none"> - support students to record, share and provide feedback about their learning <p>Parents will:</p> <ul style="list-style-type: none"> - demonstrate increased knowledge of what's happening in the classroom and the learning experiences of their child - feel more connected to the school and their child's learning <p>School leaders will:</p> <ul style="list-style-type: none"> - provide clear expectations and guidance for Seesaw and how it is used to support MPPS as a collaborative learning community 			
Success Indicators	<p>Student, School Staff and Parent Opinion survey data (Panorama)</p> <p>Student forums</p> <p>Classroom Observations and Learning walks</p> <p>Coaching reflections</p> <p>Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning - Identify "ambassadors" for Seesaw - staff who will lead the implementation of Seesaw across the school. Register these ambassadors to complete professional learning course through Seesaw.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implementation plan for Seesaw including a schedule for staged implementation across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning for staff in the use of Seesaw	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engaging and connecting parents and carers to the Seesaw platform through - promoting the platform to the community (newsletter, Compass, website), - providing information and guides and - sharing log in details.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,256.00	\$81,000.00	-\$73,744.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$7,256.00	\$81,000.00	-\$73,744.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish the TLI for 2022 including finalising staffing, confirming timetable and identify students for the program.	\$1,000.00
Implement a whole school intervention program inclusive of the TLI to support learning catch up and extension of identified students and maintain whole school reading support intervention program. (students working 12 months or more below expected and who have not had 24 months growth in 2020-2021)	\$80,000.00
Totals	\$81,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Establish the TLI for 2022 including finalising staffing, confirming timetable and identify students for the program.	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Implement a whole school intervention program inclusive of the TLI to support learning catch up and extension of identified students and maintain whole school reading support intervention program. (students working 12 months or more below expected and who have not had 24 months growth in 2020-2021)	from: Term 1 to: Term 4	\$80,000.00	<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)
Totals		\$81,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage with DET professional learning for the High Ability Program and DET enrichment series.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<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"/> Departmental resources High Ability Program - Toolkit and masterclass PL	<input checked="" type="checkbox"/> Off-site Webinar
Professional learning for staff on real-world and problem-based learning in numeracy through the meeting schedule.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning and implementation of the Respectful Relationships initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Initiative PL	<input checked="" type="checkbox"/> On-site

Professional learning for staff on understanding and supporting students with trauma (and using the zones of regulation).	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <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"/> Departmental resources DET Student Support Services team <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the reading curriculum through working with leaders and supporting class teachers as required.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Literacy Coach to support Years 3-6 PLCs with planning, teaching, assessing and documenting of the reading curriculum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Literacy Coach <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning specialist to provide professional learning at the term 1 curriculum day and through the meeting schedule to support teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

with establishing their Smart Words Program.						
Professional Learning - leadership day/s with a focus supporting the knowledge and efficacy of our PLC leaders. This includes a leadership induction day, the SIT meeting schedule and a designated leadership day in semester 1 and semester 2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Learning - Identify "ambassadors" for Seesaw - staff who will lead the implementation of Seesaw across the school. Register these ambassadors to complete professional learning course through Seesaw.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<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"/> External consultants eLearning and PL through Seesaw	<input checked="" type="checkbox"/> On-site

Professional Learning for staff in the use of Seesaw	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<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"/> External consultants eLearning through Seesaw and school based PL sessions.	<input checked="" type="checkbox"/> On-site
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