

2022 Annual Implementation Plan

for improving student outcomes

Berwick Fields Primary School (5305)



Submitted for review by Amanda Ellaby (School Principal) on 21 February, 2022 at 11:00 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 21 February, 2022 at 11:06 AM
Endorsed by Aasha Savage (School Council President) on 24 February, 2022 at 10:19 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	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	
Considerations for 2022	
Documents that support this plan	

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	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To target and accelerate the learning growth of every student in Literacy.
Target 2.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading, from 24 per cent in 2019 to 26 per cent.
Target 2.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading, from 26 per cent in 2019 to 22 per cent.
Target 2.3	By 2025 the percentage of students F-6 making 12 months or greater learning growth in VC levels in each school year, based upon teacher judgements will increase in:

	<ul style="list-style-type: none"> • reading and viewing from 85 per cent in 2019 to 90 per cent • writing from 80 per cent in 2019 to 90 per cent • speaking and listening from 82 per cent in 2019 to 90 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capabilities to analyse and understand evidence and a range of assessment strategies to differentiate the curriculum.
Key Improvement Strategy 2.b Building practice excellence	Enhance collaboration in PLCs to plan and design challenging learning opportunities for all students.
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed the use of learning continuums and moderated examples with all students to improve the quality and precision of student self-monitoring and goal setting
Goal 3	To target and accelerate the learning growth of every student in numeracy.
Target 3.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 21 per cent in 2019 to 30 per cent.
Target 3.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, from 27 per cent in 2019 to 22 per cent.
Target 3.3	By 2025 the percentage of students F-6 making 12 months or greater learning growth in VC levels in each school year, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • number and algebra from 83 per cent in 2019 to 90 per cent

	<ul style="list-style-type: none"> • measurement and geometry from 77 per cent in 2019 to 90 per cent • statistics and probability from 81 per cent in 2019 to 90 per cent
Key Improvement Strategy 3.a Instructional and shared leadership	Build capabilities of middle leaders to support high quality instructional practice
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Embed the Gradual Release of Responsibility (GRoR) model in all learning designs
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Enhance teacher capacity to effectively implement High Impact Teaching Strategies (HITS) and responsive teaching practices.
Goal 4	To develop resilient students who display growth mindsets, learning dispositions and behaviours and attitudes that reflect school values.
Target 4.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • learner characteristics and dispositions domain, resilience factor will increase from 86 per cent in 2019 to 88 per cent • learner characteristics and dispositions domain, sense of confidence factor will increase from 87 per cent in 2019 to 90 per cent. • effective teaching practice domain, effective classroom behaviour factor will increase from 86 per cent in 2019 to 88 per cent • school safety domain, respect for diversity factor will increase from 86 per cent in 2019 to 88 per cent.

Target 4.2	By 2025, the percentage of 20+ days of absence for F-6 students will decrease from 29 per cent in 2019 to at or below 26 per cent.
Target 4.3	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 81 per cent in 2019 to 84 per cent.
Key Improvement Strategy 4.a Health and wellbeing	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher, teacher to teacher.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build teacher capabilities to embed School Wide Positive Behaviour Support (SWPBS) and implement intervention strategies and processes to support students requiring individual targeted, intensive support.
Key Improvement Strategy 4.c Health and wellbeing	Embed a social and emotional learning plan that teaches behavioural skills, respectful relationships and learning dispositions.

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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<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 students F-6 making 12 months or greater learning growth in VC levels in the school year, based upon teacher judgements will increase in:</p> <ul style="list-style-type: none"> * reading and viewing from 85 per cent in 2019 to 87% * writing from 80 per cent in 2019 to 85% * number and algebra from 83 per cent in 2019 to 86% <p>* Decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading, from 26% to 24%.</p> <p>* Decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, from 27% to 25%.</p> <p>The percentage of 20+ days of absence for F-6 students will decrease from 29% in 2019 to at or below 28%.</p>

To target and accelerate the learning growth of every student in Literacy.	No	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading, from 24 per cent in 2019 to 26 per cent.	
		By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading, from 26 per cent in 2019 to 22 per cent.	
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To target and accelerate the learning growth of every student in numeracy.	No	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 21 per cent in 2019 to 30 per cent.	

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<p>To develop resilient students who display growth mindsets, learning dispositions and behaviours and attitudes that reflect school values.</p>	<p>No</p>	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • learner characteristics and dispositions domain, resilience factor will increase from 86 per cent in 2019 to 88 per cent • learner characteristics and dispositions domain, sense of confidence factor will increase from 87 per cent in 2019 to 90 per cent. • effective teaching practice domain, effective classroom behaviour factor will increase from 86 per cent in 2019 to 88 per cent 	

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Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>* The percentage of students F-6 making 12 months or greater learning growth in VC levels in the school year, based upon teacher judgements will increase in:</p> <ul style="list-style-type: none"> * reading and viewing from 85 per cent in 2019 to 87% * writing from 80 per cent in 2019 to 85% * number and algebra from 83 per cent in 2019 to 86%

	<p>* Decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading, from 26% to 24%.</p> <p>* Decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, from 27% to 25%.</p> <p>The percentage of 20+ days of absence for F-6 students will decrease from 29% in 2019 to at or below 28%.</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.	

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.
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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	<ul style="list-style-type: none"> * Build teacher capabilities to understand and use developmental learning continuums, and how they connect to the Achievement Standards. * Enhance teacher capacity to effectively implement High Impact Teaching Strategies (HITS) and responsive teaching practices. * Build capabilities of middle leaders to lead high quality instructional practice
Outcomes	<p>Students will have...</p> <ul style="list-style-type: none"> * achieved twelve months growth for twelve months of learning * received targeted teaching at their point of need * had individual learning goals and could explain what success with these goals looks like. <p>Staff will have...</p>

	<ul style="list-style-type: none"> * planned for student learning using developmental learning continuums * identified students individual needs and document learning goals targeted at their point of need * as a member of a team, engaged in PLC Cycles, reflecting on the strategies and practices that have been used in the classroom and the impact these had on student outcomes <p>School leaders will have...</p> <ul style="list-style-type: none"> * supported PLC Leaders to lead professional learning conversations and cycles focused on teacher practice * provided resources and support to targeted accelerated learning programs and staff leadership development * monitored planning and student achievement data to ensure a focus on the needs of individual students 			
Success Indicators	<ul style="list-style-type: none"> * Victorian Curriculum Teacher Judgements * Staff Opinion Survey * School Documentation including moderation documents, Strategy Compass, Whole School Learning Plan * Student Attitudes to School Survey * PLC and Staff Meeting Minutes * Classroom Observations * Staff planning documents * Individual Education Plans 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Connect teams in with learning continuums to support designing for learning (including literacy and numeracy progressions, Teaching Primary Mathematics, Get Reading Right)	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 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

<p>Unpack the Achievement Standards for Reading, Writing and Number to understand what what is being asked of students and how this is demonstrated.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <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
<p>Introduce horizontal PLCs to build understanding of the High Impact Teaching Strategies and reflect on our practices in the classroom, commencing with Multiple Exposures.</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <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
<p>Focus PLC cycles on reflecting on the Strategies and practices that have been used in the classroom and the impact these had on student outcomes.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <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
Identify students above and below the expected level and implement programs to provide targeted support at their point of need.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$246,000.00 <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
Utilise Student Excellence Program funding to stretch and extend the learning of high ability students and build teacher capacity to cater for these students in their classroom.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Build capabilities of middle leaders to lead high quality instructional practice.	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Embed a social and emotional learning plan that teaches behavioural skills and learning dispositions.			
Outcomes	Students will have... * experienced a sequential series of lessons to understand the school's expectations * learnt strategies to help them use feedback, self monitor and self regulate both their learning and behaviour * provided feedback to their teacher on the strategies that supported them to learn Staff will have... * taught lessons outlined in the Social and Emotional Learning Plan * provided targeted feedback to students and opportunities to apply and reflect on the feedback * sought feedback from students on the effectiveness of teaching and engagement strategies School leaders will have... * reinforced clear and explicit school expectations and strategies with the whole school community			

	<ul style="list-style-type: none"> * provided resources and support to plan for and enact Tier 3 interventions * monitored attendance and wellbeing data to ensure a focus on the needs of individual students 			
Success Indicators	<ul style="list-style-type: none"> * Victorian Curriculum Teacher Judgements (Personal and Social Capability) * Staff Opinion Survey * School Documentation including Social and Emotional Learning Plan * Student Attitudes to School Survey * PLC and Staff Meeting Minutes * Staff planning documents * Individual Education Plans * Hub Data * Behaviour Support Plans 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement and review the effectiveness of our whole school Social and Emotional Development learning plan, including Term One's Setting Up for Success and an ongoing focus on the School-wide positive behaviour support.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input checked="" 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
Provide support to manage Tier 3 student wellbeing behaviours.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$143,255.52 <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
Provide professional learning for staff centered on giving targeted feedback to students and opportunities for them to apply and reflect on this feedback.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Regularly report attendance and wellbeing data (such as the Student Engagement and AtoSS) to ensure a focus on the needs of individual students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading 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
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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	\$143,255.52	\$143,255.52	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$246,000.00	-\$246,000.00
Total	\$143,255.52	\$389,255.52	-\$246,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide support to manage Tier 3 student wellbeing behaviours.	\$143,255.52
Totals	\$143,255.52

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide support to manage Tier 3 student wellbeing behaviours.	from: Term 1 to: Term 4	\$143,255.52	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$143,255.52	

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
Identify students above and below the expected level and implement programs to provide targeted support at their point of need.	\$24,600.00
Totals	\$24,600.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify students above and below the expected level and implement	from: Term 1	\$0.00	

programs to provide targeted support at their point of need.	to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify students above and below the expected level and implement programs to provide targeted support at their point of need.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Identify students above and below the expected level and implement programs to provide targeted support at their point of need.	from: Term 1 to: Term 4	\$246,000.00	
Totals		\$246,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Introduce horizontal PLCs to build understanding of the High Impact Teaching Strategies and reflect on our practices in the classroom, commencing with Multiple Exposures.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Focus PLC cycles on reflecting on the Strategies and practices that have been used in the classroom and the impact these had on student outcomes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Implement and review the effectiveness of our whole school Social and Emotional Development learning plan, including Term One's Setting Up for Success and an ongoing focus on the School-wide positive behaviour support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	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"/> Student voice, including input and feedback	<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