

2022 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)



Submitted for review by Neil Scott (School Principal) on 22 March, 2022 at 10:14 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 01 April, 2022 at 08:58 AM
Awaiting endorsement by School Council President

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	Evolving
	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	<p>Engaging with the new FISO model, alongside the School Review process in 2021, allowed us to better understand the strengths that we have as a school and the progress we have made over the last few years.</p> <p>Across four of the five dimensions, we felt our practice to be 'embedding', that is we feel that we have evidence that the outcomes and experiences of our students are equitable and improving all of the time. We feel that we have significant areas of strength but, more important, real clarity around our areas for development and a Strategic Plan that prioritises this work.</p>
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	<p>The focus for this work will fall under the following FISO 2.0 dimensions;</p> <p>Teaching and Learning: the development of a whole school instructional model for writing, the development of or PLC model and strengthening of data literacy.</p> <p>Engagement: the strengthening of our ongoing reporting model to meaningfully engage families in the learning process and communicate progress, goals and provide an avenue for student voice. We aim to build a strong 3-way partnership between parents, students and teachers.</p> <p>Support and Resources: For the first time, our school is being provided with substantial additional funding through the Tutor Learning Initiative and the Disability inclusion Model and we are determined to put the processes and documentation in place to make this work efficiently and to maximise this investment and the outcomes that follow. We are keen to explore the tiered intervention model to provide clarity on how we offer additional support to those that need it in a clear and consistent way. Doing this will take us from evolving in this dimension to embedding.</p>
<p>Considerations for 2022</p>	<p>When determining how we embark on our new Strategic Plan, we are very mindful of a couple of things that mean we will move forward with purpose but also methodically and with an understanding of the challenging context we are operating in.</p> <p>Firstly, after such a tough and disrupted couple of years, we want to maintain a major focus on connection and wellbeing as we determine the impact and fallout of working for 2 years within a pandemic and the disruption, stress and anxiety that this has caused. For this reason, we will be sure not to rush ahead in many different directions and take on too much but will instead focus on our school value of kindness - towards our students, our staff and our families.</p> <p>Secondly, we also want to value the work that has gone before in the last couple of Annual Implementation Plans. This work has had a clear improvement on teaching and learning across the school but much of this is not fully embedded yet. Moving swiftly onto our new goals, key improvement strategies and actions risks this work. We are therefore very mindful to spend time finding the links between our previous SSP work and our new directions and taking the time to connect the two and embed the wonderful work that had been disrupted during 2 years of remote learning and covid. This means that our 2022 AIP will be purposefully slow, steady, 'narrow and deep' and represent a strong foundation stone that later years of our Strategic Plan will be built upon.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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>
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	Maximise student learning growth and outcomes.
Target 2.1	<p>By 2025 increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 82% (2021) to 85% • reading from 77% (2021) to 80% • writing from 69% (2021) to 75%
Target 2.2	By 2025 increase the number of students in the top two NAPLAN bands in numeracy, reading and writing:

	<p>Year 3:</p> <ul style="list-style-type: none"> • numeracy from 49% (2021) to 60% • reading from 81% (2021) to 82% • writing from 60% (2021) to 68% <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 60% (2021) to 61% • reading from 68% (2021) to 70% • writing from 23% (2021) to 30%
<p>Target 2.3</p>	<p>By 2025 increase the percentage of students achieving 12 months growth each year in (teacher judgements):</p> <ul style="list-style-type: none"> • mathematics in number and algebra from 75% (2020) to 90% • reading and viewing from 82% (2020) to 90% • writing from 77% (2020) to 90%
<p>Target 2.4</p>	<p>By 2025 increase positive endorsement in Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • stimulated learning from 72% (2020) to 77% • student voice and agency from 51% (2020) to 63% • motivation and interest from 72% (2020) to 77% • self-regulation and goal setting from 78% (2020) to 82%

Key Improvement Strategy 2.a Building practice excellence	Strengthen a whole-school approach to high-quality instructional practice
Key Improvement Strategy 2.b Building practice excellence	Embed an effective PLC approach
Key Improvement Strategy 2.c Empowering students and building school pride	Empower students as agents of their own learning.
Goal 3	Strengthen student wellbeing.
Target 3.1	By 2025 increase teacher positive endorsement in the School Staff Survey factors of: <ul style="list-style-type: none"> • collective responsibility from 85% (2020) to 90% • parent and community involvement 88% (2020) to 90% • staff trust in students and parents 84% (2020) to 85%
Target 3.2	By 2025 increase parent endorsement in the Parent Opinion Survey factors of: <ul style="list-style-type: none"> • student voice and agency 75% (2020) to 78% • stimulated learning 78% (2020) to 80%
Target 3.3	By 2025, attendance (three-year average) - decrease the percentage of students with 20 or more absence days from 21% (2018 - 2020) to 16% (2022 – 2024)

Key Improvement Strategy 3.a Health and wellbeing	Embed whole-school approaches to wellbeing.
Key Improvement Strategy 3.b Health and wellbeing	Build teacher capability to identify and respond to student wellbeing needs.
Key Improvement Strategy 3.c Parents and carers as partners	Enhance engagement with parents and carers, and the broader community.

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>Increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at Year 5: numeracy from 82% (2021) to 84% reading from 77% (2021) to 79% writing from 69% (2021) to 71%</p> <p>Increase the percentage of students achieving 12 months growth each year in (teacher judgements): mathematics in number and algebra from 75% (2020) to 85% reading and viewing from 82% (2020) to 85% writing from 77% (2020) to 80%</p> <p>Increase positive endorsement in Attitudes to School Survey factors of: stimulated learning from 72% (2020) to 75% motivation and interest from 72% (2020) to 75%</p> <p>Attendance (three-year average) - decrease the percentage of students with 20 or more absence days from 21% (2018 - 2020) to 18%</p>

Maximise student learning growth and outcomes.	No	<p>By 2025 increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 82% (2021) to 85% • reading from 77% (2021) to 80% • writing from 69% (2021) to 75% 	
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Strengthen student wellbeing.	No	<p>By 2025 increase teacher positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • collective responsibility from 85% (2020) to 90% • parent and community involvement 88% (2020) to 90% 	

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Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>Increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at Year 5: numeracy from 82% (2021) to 84% reading from 77% (2021) to 79% writing from 69% (2021) to 71%</p> <p>Increase the percentage of students achieving 12 months growth each year in (teacher judgements): mathematics in number and algebra from 75% (2020) to 85%</p>

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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	Build staff capacity in assessment, data analysis and high-quality instructional practice

Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs</p> <p>Teachers will identify student learning needs based on diagnostic assessment data</p> <p>Teachers and tutors will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Teachers will implement SMART Spelling consistently across the school</p> <p>Tutors will provide targeted academic support to students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Leaders will support the development of a clear model to provide intervention and support to those students in need of additional support through the Disability Inclusion model.</p>			
Success Indicators	<p>Early indicators:</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Tracking sheets will show student learning growth</p> <p>Learning logs created to demonstrate the differentiation and additional support provided to our priority cohort</p> <p>Completion of PL with George Telford and in Smart Speling</p> <p>Notes from learning walks will show how staff are improving instructional practice</p> <p>Late indicators:</p> <p>Victorian Curriculum judgements will show growth in learning</p> <p>SSS factors: instructional leadership, collective efficacy</p> <p>AtoSS factors: stimulated learning</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of Disability Inclusion leader and creation of clear plan for supporting identified students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$112,818.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning with George Telford to explore the High Impact Teaching Strategies (HITS) of Questioning and Dialogue. Implementation of agreed pedagogical strategies within year-level teams with time for review and reflection. Formalising of these strategies within our whole-school instructional manual.	<input checked="" type="checkbox"/> Leading 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
Creation of school-based team and completion of Harvard Data Wise course to support future improvements in our PLC model	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,243.10 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Completion of Smart Spelling professional learning and implementation of this across the school to support student spelling development.</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$7,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review our ongoing reporting model following the disruptions of 2020 and 2021. Implement a system of ongoing reporting that responds to this review and allows parents to better engage with their child's learning.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Academic intervention provided for identified 'priority cohort' students through the Tutor Learning Initiative (TLI) and the Disability inclusion model.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$70,438.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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 whole-school approach to student social and emotional learning Implement strategies to respond to student emotional and mental health needs			
Outcomes	Students will be engage with age-appropriate and structured learning in the key areas of sex and relationships education, anti-bullying, Respectful Relationships and cyber safety Students will report improved Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' emotional and mental health needs Leaders will support the development of a clear model to provide intervention and support to those students in need of additional support through the Disability Inclusion model. Wellbeing team will monitor students' risk and protective factors as an way to understand those students in need of additional emotional or mental health support.			
Success Indicators	Early indicators: Policies and programs will show documentation of new emotional and mental health supports Curriculum documentation will show plans for social and emotional learning Completion of professional learning in Respectful relationships and sex and relationships education Communications to families will share the supports that are on offer Late indicators: SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, experience of bullying			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Completion of Respectful Relationships professional learning and implementation across the school.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <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
Completion of Sex and Relationships professional learning and implementation of a teacher-led program to support the educator-led program first introduced in 2021	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <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
Completion of anti-bullying incursions and events and implementation of strategies and language to support students.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<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
Implementation of external supports and employment of professionals to provide interventions to support students with specific emotional/mental health needs. Communication of these supports to staff and families including ways that they can identify these needs and refer students for additional support.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$15,243.10	\$15,243.10	\$0.00
Disability Inclusion Tier 2 Funding	\$112,818.84	\$112,818.84	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$128,061.94	\$128,061.94	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employment of Disability Inclusion leader and creation of clear plan for supporting identified students	\$112,818.00
Creation of school-based team and completion of Harvard Data Wise course to support future improvements in our PLC model	\$15,243.10
Implementation of external supports and employment of professionals to provide interventions to support students with specific emotional/mental health needs. Communication of these supports to staff and families including ways that they can identify these needs and refer students for additional support.	\$25,000.00
Totals	\$153,061.10

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Creation of school-based team and completion of Harvard Data Wise course to support future improvements in our PLC model	from: Term 1 to: Term 4	\$15,243.10	
Totals		\$15,243.10	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of Disability Inclusion leader and creation of clear plan for supporting identified students	from: Term 1 to: Term 2	\$87,818.84	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Implementation of external supports and employment of professionals to provide interventions to support students with specific emotional/mental health needs. Communication of these supports to staff and families including ways that they can identify these needs and refer students for additional support.	from: Term 1 to: Term 4	\$25,000.00	
Totals		\$112,818.84	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning with George Telford to explore the High Impact Teaching Strategies (HITS) of Questioning and Dialogue. Implementation of agreed pedagogical strategies within year-level teams with time for review and reflection. Formalising of these strategies within our whole-school instructional manual.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants George Telford <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Creation of school-based team and completion of Harvard Data Wise course to support future improvements in our PLC model	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Victorian Institute of Teaching and Leadership and Harvard Graduate School
Completion of Smart Spelling professional learning and implementation of this across the school to support student spelling development.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Michelle Hutchinson	<input checked="" type="checkbox"/> On-site

Completion of Respectful Relationships professional learning and implementation across the school.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Team at DET	<input checked="" type="checkbox"/> On-site
Completion of Sex and Relationships professional learning and implementation of a teacher-led program to support the educator-led program first introduced in 2021	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Vanessa Hamilton	<input checked="" type="checkbox"/> On-site