

2023 Annual Implementation Plan

for improving student outcomes

Geelong East Primary School (0541)



Submitted for review by Karen Chaston (School Principal) on 08 February, 2023 at 01:19 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 10 February, 2023 at 04:39 PM
Endorsed by Kristy McCallum (School Council President) on 02 March, 2023 at 10:14 AM

Self-evaluation Summary - 2023

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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	<p>2022 saw a sharp and narrow focus on Numeracy that was supported by the PMSS initiative and the BIG Ideas (MAV) professional learning. External DET supports were utilised to focus on the improvement agenda. It was a year of re-establishment and capacity building after several years of disrupted schooling. There was a focus on building the resilience of students and reconnecting them with the school and peers in a schooling environment.</p> <p>Collaborative structures supported whole school, level and individual capacity building in Learning and Wellbeing.</p> <p>Whilst not meeting many of our targets for 2022 our reflections highlight the effort our staff has made to ensure students sense of Wellbeing and inclusion improved whilst working to support student growth across cohorts and year levels.</p> <p>We acknowledge the impact of high staff and student absence on our data due to illness this year.</p>
Considerations for 2023	<p>2023 is our School review year. We have identified 2023 as a consolidation year ensuring our processes and practices are embedded ready to set targets for the new School Strategic Plan. Refinement includes Berry Street, the GEPS student engagement plan, SWPB matrix and strengthening peer observation. Common language with a focus on Growth Mindset.</p> <p>Our Numeracy focus will consolidate the work from PMSS on the instructional model, contextualising the work through collaborative analysis and development. Highlighting pedagogical practices and HITS through professional learning and data informed planning.</p> <p>A dedicated staff member will undertake the Inclusion and Mental Health role in 2023 to support our tiered approach.</p> <p>Attendance is an identified area where our focus will be on engaging students and families through student voice and agency.</p>
Documents that support this plan	<p>2022 Student Attitudes to School Survey Interim Results_01-06-2022 (7).pdf (0.14 MB)</p> <p>Absences Dashboard.pdf (0.18 MB)</p>

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Literacy and Numeracy
Target 2.1	<p>Improve the percentage of students achieving in the top two bands for:</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> • Reading from 16.6% to 25% • Writing from 2.7% to 15% • Numeracy from 13.9% to 20% <p>Decrease the percentage of students achieving in the bottom two bands for:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 23.3% to 15% • Year 5 Numeracy from 22% to 15%
Target 2.2	<p>Increase the percentage of students achieving medium to high relative growth from 2019 to 2023:</p> <p>Reading from 55% to 75%</p> <p>Writing from 77% to 77% or above</p> <p>Numeracy from 55% to 75%</p>
Key Improvement Strategy 2.a Building practice excellence	Review and refine the school instructional model

Key Improvement Strategy 2.b Building practice excellence	Build the capacity of teacher knowledge and practice in the teaching of Literacy and Numeracy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity to use data effectively in the development and delivery of high quality teacher instructions
Goal 3	To improve student engagement in learning
Target 3.1	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures contained the Parent Opinion Survey and Attitudes to School Survey to be:</p> <p><u>Parent Opinion Survey</u></p> <ul style="list-style-type: none"> • Motivation and interest from 71% (2019) to 75% (2023) increasing every year of the SSP <p><u>Student Attitudes to School Survey</u></p> <ul style="list-style-type: none"> • Learner confidence from 69% (2019) to 75% (2023) increasing every year of the SSP • Self-regulation and goal setting from 77% (2019) to 85% (2023) increasing every year of the SSP • Student Voice and agency from 62% (2019) to 75% (2023) increasing every year of the SSP
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school approach to student voice and agency in the teaching and learning practices in the classroom
Key Improvement Strategy 3.b Parents and carers as partners	Continue to develop effective partnerships with parents/carers to support improved student learning outcomes
Goal 4	To improve the health and wellbeing of all students
Target 4.1	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures contained in the Parent Opinion survey and Student Attitudes to School Survey to be:</p> <p>Parent Opinion Survey</p> <p>Teacher concern from 73% (2019) to 75% increasing every year of the SSP</p> <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Resilience from 67% (2019) to 70% increasing every year of the SSP • School connectedness from 63% (2019) to 70% increasing every year of the SSP

	<ul style="list-style-type: none"> • Classroom Behaviour from 66% (2019) to 70% increasing every year of the SSP
Key Improvement Strategy 4.a Health and wellbeing	Further develop the whole school approach to School Wide Positive Behaviour.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading from 55% to 75% Writing from 77% to 77% or above Numeracy from 55% to 75%</p> <p>Improve the percentage of students achieving in the top two bands Year 5 Reading from 16.6% to 25% Writing from 2.7% to 15% Numeracy from 13.9% to 20% Decrease the percentage of students achieving in the bottom two bands for: Year 3 Numeracy from 23.3% to 15% Year 5 Numeracy from 22% to 15%</p> <p><u>Parent Opinion Survey</u> Teacher concern from 73% (2019) to 75% increasing every year of the SSP Motivation and interest from 71% (2019) to 75% (2023) increasing every year of the SSP</p> <p><u>Student Attitudes to School Survey</u> Resilience from 67% (2019) to 70% increasing every year of the SSP School connectedness from 63% (2019) to 70% increasing every year of the SSP Classroom Behaviour from 66% (2019) to 70% increasing every year of the SSP Learner confidence from 69% (2019) to 75% (2023) increasing every year of the SSP Self-regulation and goal setting from 77% (2019) to 85% (2023) increasing every year of the SSP Student Voice and agency from 62% (2019) to 75% (2023) increasing every year of the SSP</p>

To improve student learning outcomes in Literacy and Numeracy	No	<p>Improve the percentage of students achieving in the top two bands for:</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> • Reading from 16.6% to 25% • Writing from 2.7% to 15% • Numeracy from 13.9% to 20% <p>Decrease the percentage of students achieving in the bottom two bands for:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 23.3% to 15% • Year 5 Numeracy from 22% to 15% 	
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To improve student engagement in learning	No	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures contained the Parent Opinion Survey and Attitudes to School Survey to be:</p> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Motivation and interest from 71% (2019) to 75% (2023) increasing every year of the SSP <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Learner confidence from 69% (2019) to 75% (2023) increasing every year of the SSP • Self-regulation and goal setting from 77% (2019) to 85% (2023) increasing every year of the SSP • Student Voice and agency from 62% (2019) to 75% (2023) increasing every year of the SSP 	
To improve the health and wellbeing of all students	No	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures contained in the Parent Opinion survey and Student Attitudes to School Survey to be:</p> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Teacher concern from 73% (2019) to 75% increasing every year of the SSP <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Resilience from 67% (2019) to 70% increasing every year of the SSP • School connectedness from 63% (2019) to 70% increasing every year of the SSP • Classroom Behaviour from 66% (2019) to 70% increasing every year of the SSP 	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>Reading from 55% to 75% Writing from 77% to 77% or above Numeracy from 55% to 75% Improve the percentage of students achieving in the top two bands for:</p> <p>Year 5</p> <p>Reading from 16.6% to 25% Writing from 2.7% to 15% Numeracy from 13.9% to 20% Decrease the percentage of students achieving in the bottom two bands for:</p> <p>Year 3 Numeracy from 23.3% to 15% Year 5 Numeracy from 22% to 15%</p> <p>Parent Opinion Survey Teacher concern from 73% (2019) to 75% increasing every year of the SSP Motivation and interest from 71% (2019) to 75% (2023) increasing every year of the SSP</p> <p>Student Attitudes to School Survey Resilience from 67% (2019) to 70% increasing every year of the SSP School connectedness from 63% (2019) to 70% increasing every year of the SSP Classroom Behaviour from 66% (2019) to 70% increasing every year of the SSP Learner confidence from 69% (2019) to 75% (2023) increasing every year of the SSP Self-regulation and goal setting from 77% (2019) to 85% (2023) increasing every year of the SSP Student Voice and agency from 62% (2019) to 75% (2023) increasing every year of the SSP</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Reading from 55% to 75% Writing from 77% to 77% or above Numeracy from 55% to 75% Improve the percentage of students achieving in the top two bands for: Year 5 Reading from 16.6% to 25% Writing from 2.7% to 15% Numeracy from 13.9% to 20% Decrease the percentage of students achieving in the bottom two bands for: Year 3 Numeracy from 23.3% to 15% Year 5 Numeracy from 22% to 15% Parent Opinion Survey Teacher concern from 73% (2019) to 75% increasing every year of the SSP Motivation and interest from 71% (2019) to 75% (2023) increasing every year of the SSP Student Attitudes to School Survey Resilience from 67% (2019) to 70% increasing every year of the SSP School connectedness from 63% (2019) to 70% increasing every year of the SSP Classroom Behaviour from 66% (2019) to 70% increasing every year of the SSP Learner confidence from 69% (2019) to 75% (2023) increasing every year of the SSP Self-regulation and goal setting from 77% (2019) to 85% (2023) increasing every year of the SSP Student Voice and agency from 62% (2019) to 75% (2023) increasing every year of the SSP
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	<ul style="list-style-type: none"> - Develop a Numeracy Instructional Model based on the (re) Launch (re) Explore (re) Summarise model - Implement a consistent growth mindset vocabulary to support resilience and learner confidence - Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning and ensure differentiated adjustments 			
Outcomes	<ul style="list-style-type: none"> - Launch, explore, summarise model in all classrooms incorporating the Big Ideas strategies and pedagogical practices in classrooms - Students will verbalise a positive attitude to mathematics - Students articulating their role in co-designing their learning including goal setting and monitoring - ATOSS and parent survey connection to school, confidence in learning 			
Success Indicators	<ul style="list-style-type: none"> - Peer observation and PLC minutes will indicate evidence of the new Numeracy Instructional Model - ATOSS factor Learner characteristics and dispositions for self-regulation and goal setting will show an increase in students doing their best at school and help seeking - Pivot and focus group surveys reflected in planning - PLC minutes indicating adjustments and/or individual plans for tier 3 students 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mapping, implementing and evaluating the termly whole school professional learning schedule.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>PLC inquiry cycles across the year to focus on the language and pedagogical practices to instil growth mindset.</p>	<p><input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$250,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" 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>Develop and refine a Numeracy Instructional model in line with the PMSS professional learning.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</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>Scheduled peer observations and coaching and release to support in-class implementation of the numeracy instructional model.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <p><input checked="" 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
Educational Support staff in classrooms providing targeted interventions (LLI, phonological awareness, cued articulation, toe by toe,).	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$97,779.89 <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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach towards social and emotional learning.			
Outcomes	Students will report improved emotional awareness and social engagement Teachers will plan for and implement social and emotional learning within their curriculum areas Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches			

Success Indicators	<p>Early indicators: Curriculum documentation will show plans for social and emotional learning Notes from peer observations will show how staff are embedding social and emotional learning Late indicators: Victorian Curriculum: Personal and Social Capability DAL assessments show improvement throughout the year. SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of disconnectedness, emotional awareness and regulation, psychological distress, resilience</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Inclusion and mental health coordinator appointed.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$72,000.00 <input checked="" 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
Scheduled DAL (personal and social capability) and PIVOT surveys throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Peer observations and coaching.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Psychologists in schools.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,647.38 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$325,869.89	\$325,869.89	\$0.00
Disability Inclusion Tier 2 Funding	\$148,907.01	\$148,910.00	-\$2.99
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$505,424.28	\$505,427.27	-\$2.99

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mapping, implementing and evaluating the termly whole school professional learning schedule.	\$20,000.00
PLC inquiry cycles across the year to focus on the language and pedagogical practices to instil growth mindset.	\$250,000.00
Scheduled peer observations and coaching and release to support in-class implementation of the numeracy instructional model.	\$25,000.00
Educational Support staff in classrooms providing targeted interventions (LLI, phonological awareness, cued articulation, toe by toe,).	\$97,779.89
Inclusion and mental health coordinator appointed.	\$72,000.00
Peer observations and coaching.	\$10,000.00
Psychologists in schools.	\$30,647.38

Totals	\$505,427.27
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mapping, implementing and evaluating the termly whole school professional learning schedule.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
PLC inquiry cycles across the year to focus on the language and pedagogical practices to instil growth mindset.	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> School-based staffing
Scheduled peer observations and coaching and release to support in-class implementation of the numeracy instructional model.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Educational Support staff in classrooms providing targetted interventions (LLI, phonological awareness, cued articulation, toe by toe,).	from: Term 1 to: Term 4	\$97,779.89	<input checked="" type="checkbox"/> School-based staffing
Inclusion and mental health coordinator appointed.	from: Term 1 to: Term 1	\$43,090.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$325,869.89	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PLC inquiry cycles across the year to focus on the language and pedagogical practices to instil growth mindset.	from: Term 1 to: Term 4	\$110,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Inclusion and mental health coordinator appointed.	from: Term 1 to: Term 1	\$28,910.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Peer observations and coaching.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$148,910.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Psychologists in schools.	from: Term 1 to: Term 2	\$30,647.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students <p style="text-align: center;">This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)

Totals		\$30,647.38	
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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
Mapping, implementing and evaluating the termly whole school professional learning schedule.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLC inquiry cycles across the year to focus on the language and pedagogical practices to instil growth mindset.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <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
Scheduled peer observations and coaching and release to support in-class implementation of the numeracy instructional model.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	Mathematics teaching toolkit FUSE <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	
Educational Support staff in classrooms providing targeted interventions (LLI, phonological awareness, cued articulation, toe by toe,).	<input checked="" type="checkbox"/> Assistant 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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Inclusion and mental health coordinator appointed.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Mental Health Professional Learning Inclusion support partnerships	<input checked="" type="checkbox"/> On-site
Peer observations and coaching.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Inclusive Classrooms Professional Learning	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	suite Graduate Certificate of Inclusion	
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