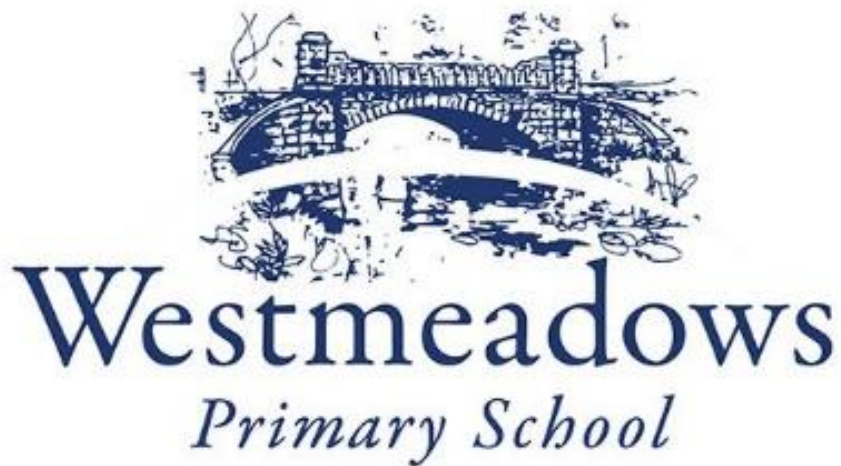


2022 Annual Implementation Plan

for improving student outcomes

Westmeadows Primary School (0982)



Submitted for review by Jane Donaldson (School Principal) on 07 March, 2022 at 03:32 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 15 March, 2022 at 04:35 PM

Endorsed by Mel Wings (School Council President) on 16 March, 2022 at 02:01 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	SELF EVALUATION
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs.	Evolving
	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.	Evolving
	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>Our School Review in early 2021, together with data made available to us throughout the year strongly indicated our next areas of focus. This information together with our self-evaluation of FISO 2.0 places us in the bracket of Evolving, with one exception of Leadership falling in Embedding.</p> <p>Literacy and Numeracy are identified as areas requiring ongoing focus, including a need to develop Student Voice and Agency with our classrooms and across the school to further improve student outcomes.</p> <p>Overall our Parent Opinion Survey, AtoSS and Staff Opinion Survey indicate that Westmeadows Primary School has a solid foundation to strengthen our relationships with our families and school community, together with ensuring that our school is a safe, supportive and outstanding learning environment for every one of our students and staff members.</p> <p>Throughout the last two years of interrupted school practice due to COVID 19, we have endeavored to focus on our Professional Learning Communities to develop high quality teacher instruction through the application of implementing targeted inquiries and research.</p> <p>In 2021 it was identified that a proportion of students were not meeting Reading benchmarks. Through discussions with expert others (SSS) it was determined that it was important to implement a systematic synthetic phonics approach. The opportunity was presented for our school to join the 'Getting it Right from the Start' research project, which we have. Teachers in Foundation to Grade 1 will participate in the Science of Language and Reading course to upskill and build teacher capacity, while teachers in Grades 2 – 6 will have the opportunity to build their knowledge in Phonemic Awareness using Heggerty as a basis to improve student outcomes. Foundation to Grade 1 classes are being explicitly taught Literacy skills using the Little Learners Love Literacy program.</p>
Considerations for 2022	<ul style="list-style-type: none"> - Rebuilding the stamina and resilience of our staff and students. - Restructure of our Organisational Model. Moving from full day PLC days to a more 'traditional structure of three hours APT which includes two hours together for each learning team. This will allow two additional 'teaching hours' per week for each class. - Renewed rigour in implementing Classroom Observations, Learning Walks. - Releasing our Learning Specialists from their classroom duties so that they can work in classrooms to mentor/support teachers. (2x English, 1 x Mathematics, 1 x Digital Technologies). We will need to research and implement a clear and consistent coaching model to support the needs and growth of our teachers. - Employing a Leading Teacher whose role will be out of the classroom. - Focus on Student Voice and Agency - narrowing in on student goal setting, feedback as well as differentiated learning. - Implementation of Little Learners Love Literacy Program and involvement in the Getting It Right Cohort 1 Pilot Program, in order to introduce a synthetic phonics program into Westmeadows Primary School. - Close monitoring of available student wellbeing and attendance data sets. - Continued implementation of a Tutoring Program. Analysing data to determine selection of students and tutoring learning plans. - Extra two classrooms added in 2022 which will involve employing additional staff, resourcing, and budget management. <p>The significant disruption to the 2020 and 2021 school year will require in 2022 a greater use of practice and survey data for setting and monitoring short term and long-term targets.</p>
Documents that support this plan	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>FISO TEAMS.docx (0.07 MB)</p> <p>Inquiry Scaffold 2022.pptx (0.12 MB)</p> </div> <div style="width: 45%;"> <p>Specialist Term 1 240122.pdf (0.04 MB)</p> <p>Term 1 Meeting Schedule .docx (0.04 MB)</p> </div> </div>

SSP Goals Targets and KIS

Goal 1	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.
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 improve student voice and agency in learning.
Target 2.1	By 2024 AtoSS positive data for Student voice and agency will increase from 77% (2019) to 82% (2024)
Target 2.2	By 2024 AtoSS positive data for Motivation and interest will increase from 83% (2019) to 88% (2024)
Target 2.3	By 2024 AtoSS positive data for Differentiated learning challenge will increase from 91% (2019) to 96% (2024)
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Build teacher capacity to meet students at their learning point of need.
Key Improvement Strategy 2.b Health and wellbeing	Develop a learning environment that engages students in purposeful and meaningful learning.

Goal 3	To improve student outcomes in literacy.
Target 3.1	By 2024 the percentage of students meeting or above benchmark growth in Reading (Year 3-5) will increase from 74.9% (2019) to 80% (2024).
Target 3.2	By 2024 the percentage of students in the bottom two bands in NAPLAN Year 5 Reading will decrease from 11.9% (2019) to 5% (2024).
Target 3.3	By 2024 the percentage of students in the top two bands in NAPLAN Year 5 Writing will increase from 16% (2019) to 32% (2024).
Target 3.4	By 2024 the percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 40% (2019) to 55% (2024).
Target 3.5	By 2024 the percentage of students meeting or above benchmark growth in Writing (Year 3-5) will increase from 79% (2019) to 85% (2024).
Key Improvement Strategy 3.a Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 3.b Curriculum planning and assessment	Build school capacity to evaluate the impact of teaching and learning practices on student learning growth.
Goal 4	To improve student outcomes in numeracy.
Target 4.1	By 2024 the percentage of students in the top two bands in NAPLAN Year 5 Numeracy will increase from 22% (2019) to 33% (2024).
Target 4.2	By 2024 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will increase from 33% (2019) to 45 (2024).

Target 4.3	By 2023 the percentage of students meeting or above benchmark growth in Numeracy (Year 3-5) will increase from 84.4% (2019) to 88% (2024).
Key Improvement Strategy 4.a Curriculum planning and assessment	Develop whole school scope and sequence documents in numeracy that promote high quality teaching and learning.
Key Improvement Strategy 4.b Building practice excellence	Build teacher practice and collaboration in the teaching of Mathematics.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target
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.	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>LEARNING TARGETS</p> <ul style="list-style-type: none"> - See Goal 3 Learning Targets for student achievement in Literacy. - See Goal 4 Learning Targets for student achievement in Numeracy. <p>WELLBEING TARGETS</p> <ul style="list-style-type: none"> - See Goal 2 Wellbeing Targets for growth in Student Wellbeing.
To improve student voice and agency in learning.	Yes	By 2024 AtoSS positive data for Student voice and agency will increase from 77% (2019) to 82% (2024).	By the end of 2022 the AtoSS positive data for Student Voice and Agency will increase from 69% (2021) to 78%.
		By 2024 AtoSS positive data for Motivation and interest will increase from 83% (2019) to 88% (2024).	By the end of 2022 AtoSS positive data for Motivation and Interest will increase from 80% (2021) to 85%.

		By 2024 AtoSS positive data for Differentiated learning challenge will increase from 91% (2019) to 96% (2024).	By the end of 2022 AtoSS positive data for Differentiated Learning Challenge will increase from 91% (2021) to 93%.
To improve student outcomes in literacy.	Yes	By 2024 the percentage of students meeting or above benchmark growth in Reading (Year 3-5) will increase from 74.9% (2019) to 80% (2024).	By the end of 2022 the percentage of students meeting or above benchmark growth in NAPLAN Reading (Year 3-5) will increase from 79% (2021) to 80% (2023). *No benchmark growth available in 2022.
		By 2024 the percentage of students in the bottom two bands in NAPLAN Year 5 Reading will decrease from 11.9% (2019) to 5% (2024).	By 2022 the percentage of students in the bottom two bands in NAPLAN Year 5 Reading will decrease from 6% (2021) to 5% (2022).
		By 2024 the percentage of students in the top two bands in NAPLAN Year 5 Writing will increase from 16% (2019) to 32% (2024).	By 2022 the percentage of students in the top two bands in NAPLAN Year 5 Writing will increase from 16% (2021) to 21% (2022).
		By 2024 the percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 40% (2019) to 55% (2024).	By 2022 the percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 50% (2021) to 52% (2022).
		By 2024 the percentage of students meeting or above benchmark growth in Writing (Year 3-5) will increase from 79% (2019) to 85% (2024).	By 2023 the percentage of students meeting or above benchmark growth in NAPLAN Writing (Years 3-5) will be maintained at or above 86%. * No benchmark growth available in 2022.
To improve student outcomes in numeracy	Yes	By 2024 the percentage of students in the top two bands in NAPLAN Year 5 Numeracy will increase from 22% (2019) to 33% (2024).	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 5 Numeracy will increase from 18% (2021) to 23% (2022).
		By 2024 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will increase from 33% (2019) to 45 (2024).	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will increase from 24% (2021) to 33% (2022).

		By 2023 the percentage of students meeting or above benchmark growth in Numeracy (Year 3-5) will increase from 84.4% (2019) to 88% (2024).	By the end of 2023 the percentage of students meeting or above benchmark growth in NAPLAN Numeracy (Year 3-5) will increase from 76% (2021) to 85% (2023), No benchmark growth available for 2022.
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Goal 1	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	LEARNING TARGETS - See Goal 3 Learning Targets for student achievement in Literacy. - See Goal 4 Learning Targets for student achievement in Numeracy. WELLBEING TARGETS - See Goal 2 Wellbeing Targets for growth in Student Wellbeing.	
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 reference 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 student voice and agency in learning	
12 Month Target 2.1	By the end of 2022 the AtoSS positive data for Student Voice and Agency will increase from 69% (2021) to 78%	
12 Month Target 2.2	By the end of 2022 AtoSS positive data for Motivation and Interest will increase from 80% (2021) to 85%	
12 Month Target 2.3	By the end of 2022 AtoSS positive data for Differentiated Learning Challenge will increase from 91% (2021) to 93%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build teacher capacity to meet students at their learning point of need	No
KIS 2 Health and wellbeing	Develop a learning environment that engages students in purposeful and meaningful learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please 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>During our Whole School Review at the start of 2021, it was identified that Student Voice and Agency was a deficit area in our practice. Our 2021 AtoSS data confirmed this with the following overall positive % in the framework factor of Student Voice and Agency: Gr.3 - 69%, Gr 4 - 68%, Gr.5 - 69%, Gr.6 -71%. While our student leadership program consisting of School Captains, House Captains, Junior School Council and Class Captains was in place, opportunity for authentic voice across the school was not identified. Class observations and student surveys undertaken at this time confirmed that within our classrooms and programs students displayed limited agency in their learning.</p> <p>At the start of the 2021 year, we introduced 'Kicking Goals' journal which was documented evidence of each child's personal goals for Reading, Writing and Mathematics. Remote and Flexible learning interrupted the continued implementation of the journal. In Semester 2, 2021 we introduced Student Voice Agents. These students facilitated Classroom Meetings focused on providing feedback to teachers about their learning. The SVA presented to the teachers during PLC meetings.</p>	

Goal 3	To improve student outcomes in literacy	
12 Month Target 3.1	By the end of 2022 the percentage of students meeting or above benchmark growth in NAPLAN Reading (Year 3-5) will increase from 79% (2021) to 80% (2023). *No benchmark growth available in 2022	
12 Month Target 3.2	By 2022 the percentage of students in the bottom two bands in NAPLAN Year 5 Reading will decrease from 6% (2021) to 5% (2022)	
12 Month Target 3.3	By 2022 the percentage of students in the top two bands in NAPLAN Year 5 Writing will increase from 16% (2021) to 21% (2022)	
12 Month Target 3.4	By 2022 the percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 50% (2021) to 52% (2022)	
12 Month Target 3.5	By 2023 the percentage of students meeting or above benchmark growth in NAPLAN Writing (Years 3-5) will be maintained at or above 86%. * No benchmark growth available in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning	No
KIS 2 Curriculum planning and assessment	Build school capacity to evaluate the impact of teaching and learning practices on student learning growth.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2022 we will continue to focus on teacher capability to analyse student data using a range of current/new data sets. In 2021 it was identified that a proportion of students were not meeting Reading benchmarks. Through discussions with expert others (SSS) it was determined that it was important to implement a systematic synthetic phonics approach. The opportunity was presented for our school to join the 'Getting it Right from the Start' research project, which we have. Teachers in Foundation to Grade 1 will participate in the Science of Language and Reading course to upskill and build teacher capacity, while teachers in Grades 2 – 6 will have the opportunity to build their knowledge in Phonemic Awareness using Heggerty as a basis to improve student outcomes. Foundation to Grade 1 classes are being explicitly taught Literacy skills using the Little Learners Love Literacy program. New assessments will be added to the English Assessment Schedule to reflect the new approaches being implemented. Using the data from these assessments, students will be monitored and selected for Tier 2 intervention where necessary.	

Goal 4	To improve student outcomes in numeracy	
12 Month Target 4.1	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 5 Numeracy will increase from 18% (2021) to 23% (2022).	
12 Month Target 4.2	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will increase from 24% (2021) to 33% (2022).	
12 Month Target 4.3	By the end of 2023 the percentage of students meeting or above benchmark growth in NAPLAN Numeracy (Year 3-5) will increase from 76% (2021) to 85% (2023), No benchmark growth available for 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop whole school scope and sequence documents in numeracy that promote high quality teaching and learning.	No
KIS 2 Building practice excellence	Build teacher practice and collaboration in the teaching of Mathematics.	Yes
Explain why the school has selected this KIS as a focus for this year. Please reference the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Mathematics sequences have been developed and the focus will now be on the classroom practice of teachers and implementing strategies that have a bigger impact on student learning. Whilst teams are collaborative within their planning there are still inconsistencies with teaching approaches and between practices of teachers in different year levels. A focus on Mathematics is a current directive from the Department, as results overall in Numeracy have declined. By building teacher practice and collaboration, we hope to improve upon our own declining results e.g., a slip to 18% of Grade 5 students in the top two bands and 24% in Grade 3, compared to 22% and 33% 2019. Similarly, our students at or above benchmark grown has declined significantly from 84.4% to 76%. This means that our current strategic plan goals are becoming less attainable if immediate action is not taken.</p> <p>NAPLAN aside, the school's Essential Assessment data from Grade 1-6 currently indicates that although some year levels are holding or improving results in Number & Algebra, that some areas have declined significantly and need to be addressed e.g., 100% below standard in Stats & Probability in Year 4. Teachers in Grades 2-6 will have an initial focus on building their capacity in the teaching of Number & Algebra (with a targeted focus on The Big Ideas in Mathematics). All staff will be involved in ongoing Professional Learning, and the grade 2-6 teams will focus their PLC inquiries on mathematics throughout the year.</p>	

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	LEARNING TARGETS - See Goal 3 Learning Targets for student achievement in Literacy. - See Goal 4 Learning Targets for student achievement in Numeracy. WELLBEING TARGETS - See Goal 2 Wellbeing Targets for growth in Student Wellbeing.			
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 and differentiation to identify and meet students' individual learning needs. - Develop a multi-tiered response to meet students' individual learning needs. - Leaders will prioritise PLC time within the weekly timetable.			
Outcomes	- Students in need of targeted academic support or intervention will be identified and a plan put in place for them. - Teachers will implement differentiated teaching and learning to meet student needs. - Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.			
Success Indicators	- Our Curriculum documentation will show plans for differentiation. - Formative and Summative assessments will show student learning growth. - Students IEPs will describe adjustments to meet their needs, implementation and monitoring. - Victorian Curriculum Teacher judgements in English and Mathematics will be used to measure target achievement. - Our PLC cycles will be used to inform our planning and assessment. - Notes from peer coaching, learning walks, year level planning, work programs, visible evidence in the classrooms, works samples.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Implement the effective Professional Learning Communities (PLC) strategy as part of a planning, assessment, and teaching cycle to drive quality learning, instruction, and assessment practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build the capacity of our middle level leaders to facilitate effective PLCs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ a staff member (0.6) to implement Levelled Literacy Intervention.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,821.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ Tutors to work with small, targeted groups both within and outside of the classroom. Tutors to work with identified at-risk students from various cohorts in response to data analysing. Tutors will be used to support all cohorts in F-6 in both Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$163,319.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will receive point-of-need coaching around literacy and numeracy practices as delivered by our Learning Specialists. Each LS released from Classroom duties one day per week.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$71,792.00
Staff will use the COMPASS Management System to track and report student learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,500.00
Learning Walks will be regularly conducted by the Leadership Team focusing on specific target areas.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Classroom Education Support Staff will engage in Professional Learning to develop their capacity to meet the needs of the students they are working with.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Our designated High Ability Teacher to participate in professional learning through the VHAP program.	<input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Our whole school professional learning schedule and team structure to prioritise Literacy, Numeracy and Wellbeing learning by staff.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.			
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response to support students' wellbeing. - Establish a Staff Wellbeing FISO team. 			
Outcomes	<ul style="list-style-type: none"> - Students will be able to explain where/who they can seek support from at school. - Teachers will plan for and implement social and emotional learning within their curriculum areas. - Teachers will identify 'at risk' students and refer onto relevant personnel for support. - Our Wellbeing Team will directly support and monitor students. - Leaders will support the continuous development, documentation, and revision of a multi-tiered response model. 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will show plans for social and emotional learning. - Notes from learning walks and classroom observations will show how staff are embedding social and emotional learning. e.g., Respectful Relationships. - Tier 2 and Tier 3 Wellbeing supports and interventions will be documented and tracked by our Wellbeing staff member. - Wellbeing data collected using the COMPASS Management system will indicate improvement. - Our school's Attitudes to Schools Survey (AtoSS) will show improvement in the areas of connectedness (85%), emotional awareness and regulation (75%), psychological distress (25% high distress), resilience (35% low resilience). 			
Activities and Milestones	People Responsible	Is this a PL Priority?	When	Funding Streams
- Employ a 0.6 Wellbeing Teacher/Coordinator. (0.1 Student Excellence, 0.5 Welfare)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$64,801.00

- Implement a multi-tiered response to support students' wellbeing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Organise Professional Learning with wellbeing staff and other professionals to support staff to identify 'at risk' students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Schedule time for relevant staff to review and manage student wellbeing entries within our COMPASS management system.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff will use the COMPASS Management System to track and report student wellbeing including Intervention, attendance, support from outside agencies.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,500.00
Learning Walks will be regularly conducted by the Leadership Team focusing on specific target areas.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All staff to participate in professional learning about the Respectful Relationships program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Maintain excellent working relationships and connection to several Region staff members who will support the goals and strategies of the school eg: - SSSO Network Professionals (Psychologist, Speech Therapist), - KESO Education Field Officer - SWPB Network Leader, - School Nurse - Visiting Teacher Service	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

School Wide Positive Behaviour Implementation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Connect and develop links with several agencies who can provide direct targeted support to the health and wellbeing of our students and their families. - Melbourne City Mission - YarraMe - Visiting Teacher Service - RCH/Paediatricians - Dianella - Care in Mind (Psychology) - DHHS/Child First - Kildonnán - Anglicare	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To improve student voice and agency in learning			
12 Month Target 2.1	By the end of 2022 the AtoSS positive data for Student Voice and Agency will increase from 69% (2021) to 78%			
12 Month Target 2.2	By the end of 2022 AtoSS positive data for Motivation and Interest will increase from 80% (2021) to 85%			
12 Month Target 2.3	By the end of 2022 AtoSS positive data for Differentiated Learning Challenge will increase from 91% (2021) to 93%			
KIS 1 Health and wellbeing	Develop a learning environment that engages students in purposeful and meaningful learning.			
Actions	<ul style="list-style-type: none"> - Establish the Students' Voice & Agency FISO team. - Membership in the Student Voice & Agency COP team. - Redefine the roles and responsibilities for student leaders within the school. - Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. - Develop a whole-school understanding of what student voice, agency and leadership in learning looks like. - Strengthen the schoolwide approach to communication with parents/carers regarding their child's goals and individual learning needs. 			
Outcomes	<ul style="list-style-type: none"> - Student Voice and Agency FISO team is established and meets regularly. - Attendance and participation in the Student Voice & Agency COP by the Principal, Assistant Principal and Middle School Leader. - Documented Roles and Responsibilities for each student leadership role – School Captains, House Captains, Student Voice Agents. 			

	<ul style="list-style-type: none">- The Student Voice & Agency Team undertake whole school inquiries promoting student agency and learning e.g. whole school understanding of student voice and agency, feedback, tracking and goal setting.				
Success Indicators	<ul style="list-style-type: none">- The whole school community should be able to articulate what student voice is.- Documented evidence of changes to practice through the Student Voice and Agency FISO inquiry.- Improvement in Student Voice and Agency AtoSS data.- Students will be able to articulate their current personal learning goals.				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Select a Student Voice and Agency Team Leader. Establish a Student Voice and Agency FISO Team made up of teachers across the school. Ensure three meetings per term are scheduled into the meeting planner.		<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The Student Voice and Agency Leader together with the Leadership Team will actively contribute to the Network's Community of Practice (COP) with three other schools. (Broadmeadows PS, Moomba Park PS, Roxburgh Park PS)		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	To improve student outcomes in literacy				
12 Month Target 3.1	By the end of 2022 the percentage of students meeting or above benchmark growth in NAPLAN Reading (Year 3-5) will increase from 79% (2021) to 80% (2023). *No benchmark growth available in 2022.				
12 Month Target 3.2	By 2022 the percentage of students in the bottom two bands in NAPLAN Year 5 Reading will decrease from 6% (2021) to 5% (2022).				
12 Month Target 3.3	By 2022 the percentage of students in the top two bands in NAPLAN Year 5 Writing will increase from 16% (2021) to 21% (2022).				
12 Month Target 3.4	By 2022 the percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 50% (2021) to 52% (2022).				
12 Month Target 3.5	By 2023 the percentage of students meeting or above benchmark growth in NAPLAN Writing (Years 3-5) will be maintained at or above 86%. * No benchmark growth available in 2022.				

KIS 1 Curriculum planning and assessment	Build school capacity to evaluate the impact of teaching and learning practices on student learning growth.			
Actions	<ul style="list-style-type: none"> - Focus on teacher capability to analyse student data using a range of current/new data sets. - Implement a systematic synthetic phonics approach across the school. - Support Staff to ensure goal setting and feedback is adopted in their daily practice. - Plan differentiated professional learning to meet the immediate implementation needs of teachers across the school. eg: Teachers in Grades 2 – 6 will have the opportunity to build their knowledge in Phonemic Awareness using Heggerty as a basis to improve student outcomes. Foundation to Grade 1 classes are being explicitly taught Literacy skills using the Little Learners Love Literacy program - Join the "Getting it Right from the Start" research project. Teachers in Foundation to Grade 1 will participate in the Science of Language and Reading course to upskill and build teacher capacity. 			
Outcomes	<ul style="list-style-type: none"> - Teachers will be upskilled in any new assessments to inform teaching and learning programs. - A closer alignment will be developed between the Victorian Curriculum and 'Little Learners Love Literacy' sequence of learning. - A more consistent understanding of benchmarking students using decodable readers. - Teachers will have a clearer understanding will use consistent language in the teaching of Literacy. 			
Success Indicators	<p>Teachers are more knowledgeable about the data sets available to them and are using them confidently to inform teaching.</p> <p>Assessment Schedules will be adjusted to incorporate new assessments.</p> <p>More students will be meeting benchmarks in Reading and Writing.</p> <p>Less students will require Tier 2 intervention.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All Foundation/Grade 1 teachers to complete the SOLAR (Science of Language and Reading) Course.	<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	\$0.00
- All Foundation/Grade 1 teachers to complete professional learning in the Little Learners Love Literacy Program.	<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	\$3,200.00 <input checked="" type="checkbox"/> Equity funding will be used

- Little Learners Love Literacy resources purchased and organised. - Heggerty Resources purchased and organised.		<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$29,390.00 <input checked="" type="checkbox"/> Equity funding will be used
- Active involvement in the Getting It Right Research Project. Including collecting baseline data, liaising with our contact, modifying classroom practice to improve student outcomes.		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
- Curriculum Day in Term 1 focused on building a deeper understanding of Reading across our school.		<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
A Speech Pathologist employed through Speech Pathology for Schools (SPS - 0.4) will work closely with the Grade 2/3 Teachers to identify students working below level in Literacy, their specific deficits and a plan for Tier 1 and Tier 2 Intervention.		<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$59,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	To improve student outcomes in numeracy.				
12 Month Target 4.1	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 5 Numeracy will increase from 18% (2021) to 23% (2022).				
12 Month Target 4.2	By the end of 2022 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will increase from 24% (2021) to 33% (2022).				
12 Month Target 4.3	By the end of 2023 the percentage of students meeting or above benchmark growth in NAPLAN Numeracy (Year 3-5) will increase from 76% (2021) to 85% (2023). No benchmark growth available for 2022.				
KIS 1 Building practice excellence	Build teacher practice and collaboration in the teaching of Mathematics.				

Actions	<ul style="list-style-type: none">Development of Mathematics FISO team, with a representative from Grades 2-6 teachers as well as leadership.PLC Inquiries, designed to look at teacher practice and improvement of number integration in all mathematics areas.Peer observation, coaching (Mathematics Learning Specialist) and mentoring.				
Outcomes	<ul style="list-style-type: none">Weekly (at least 5-6 times per term) T&L meetings for the whole school, looking at developing teacher capabilities with Big Ideas in Number.Support from leadership during collaborative PLC meeting times.Implementation of Multiplication Masters and Number Knowledge awards to increase student participation.Surveys of teaching staff to determine attitudes towards teaching mathematics, their own knowledge etc.				
Success Indicators	<ul style="list-style-type: none">Improved student outcomes in Number – evidenced through ongoing assessment (MOI, Essential Assessment, Checklists, Anecdotal Records).Improved student outcomes evidenced through students receiving Multiplication Masters and Number Knowledge awards.Staff feeling more confident in the planning and teaching of mathematics (Evidenced through surveys).Collaboration – staff opinion survey.NAPLAN – increase in students meeting or exceeding benchmark growth.NAPLAN – increase in students in top two bands in Gr 3 and 5 from 2021.				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none">- Identification and remuneration for a Mathematics Learning Specialist. (Numeracy Leader)- Development of Mathematics FISO Team with representation from each year level of the school.- Regular Meetings of the Mathematics FISO Team (at least twice per term).		<ul style="list-style-type: none">✔ Leadership Team✔ Numeracy Leader✔ Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00
Professional Learning: <ul style="list-style-type: none">- Regular whole school Professional Learning of all classroom teachers in Numeracy.- Curriculum Day in Term 2 focused on building a deeper understanding of Numeracy across our school. eg: Big Ideas.- Identification of appropriate research.		<ul style="list-style-type: none">✔ Learning Specialist(s)✔ Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
<ul style="list-style-type: none">- Ensure all classrooms are 'Mathematics Ready' using the staff developed Rubric, observations by the Mathematics Learning		<ul style="list-style-type: none">✔ Learning Specialist(s)✔ Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,950.00

specialist and feedback. - Purchase and storage of all resources.			to: Term 1	
Promotion of Mathematics to students, parents, and carers: - Mathematics overviews in Classroom newsletters. - Badges for Times tables Masters (3- 6) - Badges for Number Masters (F-2)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$162,717.00	\$162,717.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$162,717.00	\$162,717.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ a staff member (0.6) to implement Levelled Literacy Intervention.	\$43,821.00
Employ Tutors to work with small, targeted groups both within and outside of the classroom. Tutors to work with identified at-risk students from various cohorts in response to data analysing. Tutors will be used to support all cohorts in F-6 in both Literacy and Numeracy.	\$163,319.00
- All Foundation/Grade 1 teachers to complete professional learning in the Little Learners Love Literacy Program.	\$3,200.00
- Little Learners Love Literacy resources purchased and organised. - Heggerty Resources purchased and organised.	\$29,390.00
A Speech Pathologist employed through Speech Pathology for Schools (SPS - 0.4) will work closely with the Grade 2/3 Teachers to identify students working below level in Literacy, their specific deficits and a plan for Tier 1 and Tier 2 Intervention.	\$59,000.00
Totals	\$298,730.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ a staff member (0.6) to implement Levelled Literacy Intervention.	from: Term 1 to: Term 4	\$43,821.00	☑ School-based staffing
Employ Tutors to work with small- targeted groups both within and outside of the classroom. Tutors to work with identified at-risk students from various cohorts in response to data analysing. Tutors will be used to support all cohorts in F-6 in both Literacy and Numeracy.	from: Term 1 to: Term 4	\$27,306.00	☑ School-based staffing
- All Foundation/Grade 1 teachers to complete professional learning in the Little Learners Love Literacy Program.	from: Term 1 to: Term 1	\$3,200.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
- Little Learners Love Literacy resources purchased and organised. - Heggerty Resources purchased and organised.	from: Term 1 to: Term 1	\$29,390.00	☑ Teaching and learning programs and resources
A Speech Pathologist employed through Speech Pathology for Schools (SPS - 0.4) will work closely with the Grade 2/3 Teachers to identify students working below level in Literacy, their specific deficits and a plan for Tier 1 and Tier 2 Intervention.	from: Term 1 to: Term 4	\$59,000.00	☑ Support services
Totals		\$162,717.00	

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
Implement the effective Professional Learning Communities (PLC) strategy as part of a planning, assessment, and teaching cycle to drive quality learning, instruction, and assessment practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Build the capacity of our middle level leaders to facilitate effective PLCs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Employ a staff member (0.6) to implement Levelled Literacy Intervention.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All Foundation/Grade 1 teachers to complete the SOLAR (Science of Language and Reading) Course.	<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"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Getting It Right from the Start Project.	<input checked="" type="checkbox"/> On-site
- All Foundation/Grade 1 teachers to complete professional learning	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

in the Little Learners Love Literacy Program.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Little Learners Love Literacy	
- Active involvement in the Getting It Right Research Project. Including collecting baseline data, liaising with our contact, modifying classroom practice to improve student outcomes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Getting It Right from The Start Project	<input checked="" type="checkbox"/> On-site
- Curriculum Day in Term 1 focused on building a deeper understanding of Reading across our school.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
A Speech Pathologist employed through Speech Pathology for Schools (SPS - 0.4) will work closely with the Grade 2/3 Teachers to identify students working below level in Literacy, their specific deficits and a plan for Tier 1 and Tier 2 Intervention.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> External consultants Speech Pathology in Schools.	<input checked="" type="checkbox"/> On-site
Professional Learning: - Regular whole school Professional Learning of all classroom teachers in Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - Curriculum Day in Term 2 focused on building a deeper understanding of Numeracy across our school. eg: Big Ideas. - Identification of appropriate research. 			<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting		
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