

2023 Annual Implementation Plan

for improving student outcomes

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 17 March, 2023 at 01:14 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 30 March, 2023 at 12:46 PM
Endorsed by Dawn Simovic (School Council President) on 28 April, 2023 at 03:41 PM

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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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	Embedding
	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	Building staff capacity in Literacy and developing consistent delivery of our instructional model across the school 2023 will have an emphasis on mathematics. We will respond to students requiring additional support and strategies for differentiation. Student goal setting and use of feedback practices will be reintroduced consistently by ensuring individual goals are coconstructed in reading, writing and mathematics for all students. The revisiting of curriculum documentation and scope and sequences to support teachers to differentiate and scaffold learning in writing and numeracy will be a focus. The Introduction of PLC's will build upon and maintain practices already embedded across the school. A whole school approach to professional learning will be a catalyst in developing consistent and improved practices across the school and
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	<p>will include evidence-based teaching and learning approaches and the thorough analysis and use of data.</p> <p>Student voice and agency will have a pivotal role in improving student outcomes and supporting student safety and wellbeing at Movelle. Measures which support student participation and collaboration to empower student voice, agency and leadership will be: defining, developing and implementing what student voice and agency looks like at Movelle. Developing and embedding a student leadership presence that allows for voice with the teacher being the guide on the side. Engaging students in the learning process across the whole school and empower students and build school pride.</p> <p>Building community relationships in the community through a broad range of stakeholders will be as a driver for enhancing teaching and non-teaching capacity within schools. Relationships between teachers and with the broader community strengthen the professional capital of those working within a school and of the community as a whole.</p>
<p>Considerations for 2023</p>	<p>Implementation of PLC's will complement the work already undertaken in teacher collaboration and shared practice through the PLTs.</p> <p>PLCs would further support the school to review, collect and interpret data in order to monitor the impact of teaching practices against student learning growth.</p> <p>More work in identifying the gaps between where students are where they needed to be and using data in instructional decisions to improve student performance will support fidelity across the whole school.</p> <p>To further strengthen teacher capacity we will the implement PLC leaders (Middle leadership) to analyse and use student data to improve instruction and to further create optimal learning experiences for each student.</p> <p>Develop a shared understanding of what student voice and agency in learning is.</p> <p>Identify strategies for increasing student engagement, motivation and achievement.</p> <p>Strengthening of student voice and agency within the classroom.</p> <p>Refocus on parent participation and involvement within the school community to foster an inclusive school environment.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
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>Increase the percentage of Year 3 students in the top two bands in:</p> <ul style="list-style-type: none"> • reading from 38% (2022) to 56% (2026) • writing from 28% (2022) to 51% (2026) • numeracy from 8% (2022) to 35% (2026).
Target 2.2	<p>Increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none"> • reading from 25% (2022) to 38% (2026) • writing from 16% (2022) to 28% (2026) • numeracy from 18% (2022) to 26% (2026).

Target 2.3	<p>By 2026, increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • reading and viewing from 59% in 2021 to 81% • writing from 54% in 2021 to 85% • number and algebra from 65% in 2021 to 85%.
Target 2.4	<p>By 2026, increase the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Academic emphasis from 50% in 2022 to 70% • Collective efficacy from 53% in 2022 to 70% • Understand how to analyse data from 36% in 2022 to 70%.
Key Improvement Strategy 2.a 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	Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent whole school approach to teaching and learning through further embedding of the components of the school's instructional model.
Key Improvement Strategy 2.c	Build staff capability to utilise data and evidence to teach a differentiated curriculum that targets each student's point of learning need.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 3	To improve student voice and agency
Target 3.1	By 2026, increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to increase from 70% in 2022 to be at 80%.
Target 3.2	By 2026, increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to increase from 55% in 2022 to be at 80%.
Target 3.3	By 2026, increase the positive endorsement on the Parent Opinion Survey for student voice and agency to increase from 73% in 2021 to be at 93%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff understanding and capabilities to embed processes to respond to student feedback, learning needs, goals and interests.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to	Develop student capacity to set goals, articulate their next step and monitor their progress.

strengthen students' participation and engagement in school	
Goal 4	To improve student health and wellbeing.
Target 4.1	By 2026, the student absence of 20+ days will have reduced from 30% 2022 to 20%.
Target 4.2	By 2026, increase the positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> • parent and community involvement to increase from 49% in 2022 to 68% • trust in students and parents to increase from 54% in 2022 to 70%.
Target 4.3	By 2026, increase the positive endorsement on the Parent Opinion Survey for parent participation and involvement' to increase from 65% in 2022 to be at 92%.
Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further embed and maintain the school wide approach to supporting and promoting student health and wellbeing to improve learning outcomes.
Key Improvement Strategy 4.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further improve community partnerships to support and promote student wellbeing and learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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	Support for the 2023 Priorities
To improve student learning outcomes in literacy and numeracy	Yes	Increase the percentage of Year 3 students in the top two bands in: <ul style="list-style-type: none"> • reading from 38% (2022) to 56% (2026) • writing from 28% (2022) to 51% (2026) • numeracy from 8% (2022) to 35% (2026). 	Increase the percentage of Year 3 students in the top two bands in reading from 38% in 2022 to 40% in 2023 writing from 28% in 2022 to 30% in 2023 numeracy from 8% in 2022 to 15% in 2023
		Increase the percentage of Year 5 students in the top two bands in: <ul style="list-style-type: none"> • reading from 25% (2022) to 38% (2026) • writing from 16% (2022) to 28% (2026) • numeracy from 18% (2022) to 26% (2026). 	Increase the percentage of Year 5 students in the top two bands in reading from 25% in 2022 to 28% in 2023 writing from 16% in 2022 to 20% in 2023 numeracy from 18% in 2022 to 21% 2023
		By 2026, increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in: <ul style="list-style-type: none"> • reading and viewing from 59% in 2021 to 81% • writing from 54% in 2021 to 85% • number and algebra from 65% in 2021 to 85%. 	Increase the percentage of students working at or above the expected level in teacher judgements in R&V from 59% in 2021 to 65% in 2023 writing from 54% in 2021 to 60% in 2023 number & algebra from 65% in 2021 to 70% in 2023

		<p>By 2026, increase the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Academic emphasis from 50% in 2022 to 70% • Collective efficacy from 53% in 2022 to 70% • Understand how to analyse data from 36% in 2022 to 70%. 	<p>Increase the percentage of positive responses on the School Staff Survey for: Academic emphasis from 50% in 2022 to 60% in 2023 Collective efficacy from 53% in 2022 to 60% in 2023 Understand how to analyse data from 36% in 2022 to 50% in 2023</p>
To improve student voice and agency	No	<p>By 2026, increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to increase from 70% in 2022 to be at 80%.</p>	
		<p>By 2026, increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to increase from 55% in 2022 to be at 80%.</p>	
		<p>By 2026, increase the positive endorsement on the Parent Opinion Survey for student voice and agency to increase from 73% in 2021 to be at 93%.</p>	
To improve student health and wellbeing.	No	<p>By 2026, the student absence of 20+ days will have reduced from 30% 2022 to 20%.</p>	
		<p>By 2026, increase the positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • parent and community involvement to increase from 49% in 2022 to 68% • trust in students and parents to increase from 54% in 2022 to 70%. 	
		<p>By 2026, increase the positive endorsement on the Parent Opinion Survey for parent participation and involvement' to increase from 65% in 2022 to be at 92%.</p>	

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	Support for the 2023 Priorities	
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.	
Goal 2	To improve student learning outcomes in literacy and numeracy	
12 Month Target 2.1	Increase the percentage of Year 3 students in the top two bands in reading from 38% in 2022 to 40% in 2023 writing from 28% in 2022 to 30% in 2023 numeracy from 8% in 2022 to 15% in 2023	
12 Month Target 2.2	Increase the percentage of Year 5 students in the top two bands in reading from 25% in 2022 to 28% in 2023	

	writing from 16% in 2022 to 20% in 2023 numeracy from 18% in 2022 to 21% 2023	
12 Month Target 2.3	Increase the percentage of students working at or above the expected level in teacher judgements in R&V from 59% in 2021 to 65% in 2023 writing from 54% in 2021 to 60% in 2023 number & algebra from 65% in 2021 to 70% in 2023	
12 Month Target 2.4	Increase the percentage of positive responses on the School Staff Survey for: Academic emphasis from 50% in 2022 to 60% in 2023 Collective efficacy from 53% in 2022 to 60% in 2023 Understand how to analyse data from 36% in 2022 to 50% in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a 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	Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices.	Yes
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent whole school approach to teaching and learning through further embedding of the components of the school's instructional model.	No
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to utilise data and evidence to teach a differentiated curriculum that targets each student's point of learning need.	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.

Our self-evaluation against the FISO Continua during our school review and the nature of the previous two years we were unable to fully implement a PLC process that ensured a consistent and effective teaching practice that uses student data to inform differentiated teaching, build collaboration, and embed evidence based teaching practices. As a collective we also identified that we have work to do in the area of utilising data and evidence to teach a differentiated curriculum that targets each student's point of learning need. This finding was also identified in our School Staff Survey results reflecting lack of teacher confidence in using data for differentiation.

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	Support for the 2023 Priorities
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	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress. Teachers will identify and plan for differentiated students needs in Numeracy through our PLC structures. Teachers will collaborate in PLC's to identify a problem of practice.
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> Confidently and accurately identify student learning needs of their students Meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Consistently and explicitly implement the school's instructional model Develop an understanding of essential curriculum by engaging in Professional Learning to support the AIP Upload planning documents for perusal of Leadership and PLC leaders in agreed cycle of planning Consistently implement the agreed Movelle assessment schedule Provide regular feedback and monitor student progress using data Provide students with the opportunity to work at their level using differentiated resources Confidently reflect upon student learning goals and set next steps <p>Students will:</p> <ul style="list-style-type: none"> Know how their lessons are structured and how this supports their learning Experience success and celebrate the acquisition of knowledge Know what their learning goals are and the next steps to accelerate their learning Have increased engagement in their learning Gain more student voice and agency through contributing to their learning individual goals

Success Indicators	Classroom observations and learning walks demonstrating take up of professional learning strategies Teacher records and observations of student progress Documentation and data from formative assessments to be utilised A documented assessment schedule and evidence of teachers inputting data and moderating assessments inline with the Movelle assessment schedule Data walls updated and demonstrate student progress Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for individual supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to develop processes/structures for collecting and monitoring school-wide data to be added to the school data management tool through 1:1 coaching across P-6. Time allocated on the timetable for staff release for learning walks and peer observation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,138.75 <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
Imbed moderation professional learning sessions in year levels and vertical teams across the whole school and allow release of leaders to coach and facilitate this in team planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$20,000.00

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal		to: Term 4	<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
Employ an extra classroom teacher and additional education support staff in P-4, to allow concentrated daily intensive small group sessions in Literacy and numeracy that encompasses the TLI initiative for all students.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$180,000.00 <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
Students to plan, organise and effectively manage their learning independently. Students will co- create their learning goals across the year with their teachers.	<input checked="" type="checkbox"/> Homegroup teachers	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Invest in Little Learners Love Literacy reading take home reading Materials and literacy resources for the P-2 year levels. Replenish year 3-4 reading materials and classroom libraries	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <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
Ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,394.43 <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 to wellbeing to consider actions at the leadership, teacher and student levels Strengthen the whole school approach to social-emotional learning, engagement and behaviour management
Outcomes	Leadership & Teachers will: Share a common understanding of the whole school approach to wellbeing and behaviour management and expectations Establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Teachers will: Model and are consistent in agreed routines and behaviour expectations Have a shared knowledge & responsibility and of all students within their cohort Identify at-risk students,, infom leadership and receive targeted support in a timely manner form relevant staff Students will: Have strong relationships with peers and have strong school identity through our Movelle house system Will receive individualised support plans with regular monitoring and student support group meetings (with parents) where appropriate Students will experience more success in class and in the school yard Families of: At-risk students will receive regular communication and support from the school through SSG's, Meeting and incidental conversations
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of school developed frameworks, policies or programs Teacher surveys on effectiveness of programs, RRRR, school based referral process Teacher reports of student wellbeing concerns to be a focus of a wellbeing PLC for the SWPBS team Internal and external professional learning attendance and shared readings for staff are documented Curriculum documentation reflecting social and emotional learning to be taught across all year levels Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs

	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data used to identify students in need of targeted support for tier 1,2,3 students Data of counselling services accessed by students and families Student surveys and student voice indicators help to plan for student needs			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ 2 additional ES for 2 days staff to engage in a hands on learning program to support student at risk of engagement and those most vulnerable across 3-6.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build upon the New 2022 Movelle MasterChef program by upgrading facilities and resources for students that is required to run a year round cooking and gardening program across P-6 in 2023 and beyond.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Employ additional staff member to oversee program provide PL and lead a team of ES in Targeted Intervention	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <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
Provide time release for the SWPBS team and Wellbeing AP to analyse wellbeing data through PBIS	<input checked="" type="checkbox"/> SWPBS Leader/Team	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allow time on the timetable for student voice and agency teacher to facilitate student led discussions and leadership conferences	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Student(s)		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
Develop curriculum units collaboratively embedding First Nations perspectives with Curriculum team and Marrung COP	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input 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
Wellbeing Leader to facilitate Social Skills & Life Skills Groups utilising Educational Support Staff across P-6	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase licence for the PBIS rewards	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,800.00 <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
Junior leadership program Dynamic Young Citizens.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <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

Vietnamese Cultural liaison officer	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <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
Time release for RRRR lead school facilitator and RRRR/SWPBS team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <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
Allocate time for wellbeing in planning - Not just for Resilience, Rights and Respectful Relationships. but also for Circle Time sessions or “point of need” lessons and on a regular basis. RRRR is timetabled and a edicated time for Wellbeing PLT and time in data meetings for SWPBS team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
Purchase materials, equipment and resources to invest in a sustainable HOL program and work in conjunction with local council	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$25,000.00 <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
Engage with parents/carers and local community to increase community participations and support for learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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Goal 2	To improve student learning outcomes in literacy and numeracy			
12 Month Target 2.1	Increase the percentage of Year 3 students in the top two bands in reading from 38% in 2022 to 40% in 2023 writing from 28% in 2022 to 30% in 2023 numeracy from 8% in 2022 to 15% in 2023			
12 Month Target 2.2	Increase the percentage of Year 5 students in the top two bands in reading from 25% in 2022 to 28% in 2023 writing from 16% in 2022 to 20% in 2023 numeracy from 18% in 2022 to 21% 2023			
12 Month Target 2.3	Increase the percentage of students working at or above the expected level in teacher judgements in R&V from 59% in 2021 to 65% in 2023 writing from 54% in 2021 to 60% in 2023 number & algebra from 65% in 2021 to 70% in 2023			
12 Month Target 2.4	Increase the percentage of positive responses on the School Staff Survey for: Academic emphasis from 50% in 2022 to 60% in 2023 Collective efficacy from 53% in 2022 to 60% in 2023 Understand how to analyse data from 36% in 2022 to 50% in 2023			
KIS 2.a 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	Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices.			
Actions	Implement the PLC process to build the assessment capability of staff to identify, plan for and assess student learning growth over time. Strengthen the capabilities of middle level leaders to drive improvement through the analysis of data and an inquiry cycle process			

Outcomes	<p>Leaders will:</p> <p>Provide the opportunity for staff /PLC leaders to develop an understanding of differentiation. Provide the opportunity for staff to understand and analyse data to inform teaching and differentiated groups Support PLC's to utilise the inquiry cycle with an emphasis on data and assessment. Provide opportunities for PLC leaders to participate in their own PLC cycle to refresh and reinstate knowledge since 2021 training during covid Establish a targeted support program for identified students.</p> <p>Teachers will:</p> <p>Explicitly implement the school's instructional model with an emphasis on differentiation to improve student outcomes Utilise data to identify students for the intervention and monitor growth in learning outcomes. Develop competence in rigorous analysis of student assessment data to set personalized learning goals with students and evaluate progress against those goals and provide students with feedback.</p> <p>Students will:</p> <p>Be provided with feedback in relation to their progress and open to using that feedback to identify their next learning step. Be able to articulate what they are learning, why are they learning it and how it is connected to their goal (next point of need/growth). Be involved in setting their own learning goals.</p>			
Success Indicators	<p>Working group minutes show evidence of research and implementation. Data walls/ year level assessment spreadsheets show collection of student data and the monitoring of student growth.</p> <p>Numeracy goals for students will be recorded and show progress. Essential Assessment data will be utilised regularly and kept up to date on the Movelle Data tracker.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Reintroduce and coach staff in the PLC cycle process across the whole school to support including resources and materials for impact	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Provide opportunities for PLC leaders to participate in their own PLC cycle in the background whilst running whole school plc's (train the trainer)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
PLC leaders will be supported by leadership to embed the FISO inquiry cycle with an emphasis on data and assessment to target the needs of student cohorts. (one CRT day per leader to address the needs of their team). Schedule the first PLC inquiry cycle to begin week 4 Term 1 and schedule a PLC for Term 2 Week 4.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to utilise data and evidence to teach a differentiated curriculum that targets each student's point of learning need.			
Actions	<p>Build teacher capacity and confidence to deliver a differentiated numeracy program to meet the wide range of student abilities through collaborative teams, shared professional learning (PLC's), coaching and mentoring with strong accountability.</p> <p>Use Assessment to inform planning and differentiate teaching to ensure personalised learning growth for each student in numeracy</p>			
Outcomes	<p>Leaders will:</p> <p>Support year level teachers to collate their class data into the year level spreadsheet and monitor cohort progress. Facilitate the PLC Inquiry cycle process to improve problems of practice and meet numeracy targets. Provide coaching and mentoring support.</p> <p>Teachers will:</p> <p>Utilise student numeracy work samples and assessments to identify focus areas for differentiated groups. Provide opportunities for students to share their learning, teach, question and challenge each other. Design authentic, fit for purpose assessments to reflect the learning program objectives assessments (differentiated in consideration of those with disabilities). Provide regular feedback to students on their progress against individual learning goals.</p> <p>Students will:</p> <p>Review their assessment data to identify personal numeracy goals, share evidence of their learning and reflect on individual growth.</p>			

	Develop their confidence when finding different ways to solve mathematical problems. Articulate their mathematical thinking while solving problems.			
Success Indicators	Numeracy targets for Year 3 and 5 NAPLAN will be met. Numeracy targets for PAT Maths will be met. Numeracy/Literacy goals will be recorded and show progress. Data management tool will be utilised in weekly planning sessions Valid data be to the tracking tool and added when required by the due date throughout the year.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <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
Provide professional development and coaching for staff to enhance understanding of differentiation and its application within the Movelle instructional model through timetabled release, coaching and peer observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Build staff capacity and knowledge in differentiation in teaching and learning by working in collaboration to create an agreed MPS differentiation practices and evidence in learning in planning documentation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Teachers will meet with the data leader and Principal Class to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4- 18 days of CRT)	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$9,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$440,394.43	\$440,394.43	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
Total	\$468,255.68	\$468,255.68	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to develop processes/structures for collecting and monitoring school-wide data to be added to the school data management tool through 1:1 coaching across P-6. Time allocated on the timetable for staff release for learning walks and peer observation.	\$7,138.75
Imbed moderation professional learning sessions in year levels and vertical teams across the whole school and allow release of leaders to coach and facilitate this in team planning.	\$20,000.00
Employ an extra classroom teacher and additional education support staff in P-4, to allow concentrated daily intensive small group sessions in Literacy and numeracy that encompasses the TLI initiative for all students.	\$180,000.00
Invest in Little Learners Love Literacy reading take home reading Materials and literacy resources for the P-2 year levels.	\$23,000.00

Replenish year 3-4 reading materials and classroom libraries	
Ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding.	\$45,394.43
Employ 2 additional ES for 2 days staff to engage in a hands on learning program to support student at risk of engagement and those most vulnerable across 3-6.	\$10,000.00
Provide time release for the SWPBS team and Wellbeing AP to analyse wellbeing data through PBIS	\$20,000.00
Junior leadership program Dynamic Young Citizens.	\$5,000.00
Time release for RRRR lead school facilitator and RRRR/SWPBS team	\$18,000.00
Allocate time for wellbeing in planning - Not just for Resilience, Rights and Respectful Relationships. but also for Circle Time sessions or "point of need" lessons and on a regular basis. RRRR is timetabled and a edicated time for Wellbeing PLT and time in data meetings for SWPBS team.	\$30,000.00
Purchase materials, equipment and resources to invest in a sustainable HOL program and work in conjunction with local council	\$25,000.00
Reintroduce and coach staff in the PLC cycle process across the whole school to support including resources and materials for impact	\$5,000.00
Provide opportunities for PLC leaders to participate in their own PLC cycle in the background whilst running whole school plc's (train the trainer)	\$10,000.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	\$10,000.00

Provide professional development and coaching for staff to enhance understanding of differentiation and its application within the Movelle instructional model through timetabled release, coaching and peer observations	\$25,000.00
Teachers will meet with the data leader and Principal Class to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4- 18 days of CRT)	\$9,000.00
Totals	\$442,533.18

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to develop processes/structures for collecting and monitoring school-wide data to be added to the school data management tool through 1:1 coaching across P-6. Time allocated on the timetable for staff release for learning walks and peer observation.	from: Term 1 to: Term 3	\$17,138.75	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Imbed moderation professional learning sessions in year levels and vertical teams across the whole school and allow release of leaders to coach and facilitate this in team planning.	from: Term 3 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Employ an extra classroom teacher and additional education support staff in P-4, to allow concentrated	from: Term 1	\$180,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

daily intensive small group sessions in Literacy and numeracy that encompasses the TLI initiative for all students.	to: Term 4		
Invest in Little Learners Love Literacy reading take home reading Materials and literacy resources for the P-2 year levels. Replenish year 3-4 reading materials and classroom libraries	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding.	from: Term 1 to: Term 4	\$45,394.43	<input checked="" type="checkbox"/> Assets
Provide time release for the SWPBS team and Wellbeing AP to analyse wellbeing data through PBIS	from: Term 1 to: Term 4	\$17,861.25	<input checked="" type="checkbox"/> CRT
Junior leadership program Dynamic Young Citizens.	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Time release for RRRR lead school facilitator and RRRR/SWPBS team	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Allocate time for wellbeing in planning - Not just for Resilience, Rights and Respectful Relationships. but also for Circle Time sessions or “point of need” lessons and on a regular basis. RRRR is timetabled and a edicated	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

time for Wellbeing PLT and time in data meetings for SWPBS team.			
Purchase materials, equipment and resources to invest in a sustainable HOL program and work in conjunction with local council	from: Term 2 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Reintroduce and coach staff in the PLC cycle process across the whole school to support including resources and materials for impact	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide opportunities for PLC leaders to participate in their own PLC cycle in the background whilst running whole school plc's (train the trainer)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide professional development and coaching for staff to enhance understanding of differentiation and its application within the Movelle instructional model through timetabled release, coaching and peer observations	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Teachers will meet with the data leader and Principal Class to improve consistency in teacher judgements against the	from: Term 2	\$9,000.00	<input checked="" type="checkbox"/> CRT

progression points when considering the range of data sets. (Terms 2 and 4- 18 days of CRT)	to: Term 4		
Totals		\$440,394.43	

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
Employ 2 additional ES for 2 days staff to engage in a hands on learning program to support student at risk of engagement and those most vulnerable across 3-6.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Provide time release for the SWPBS team and Wellbeing AP to analyse wellbeing data through PBIS	from: Term 1 to: Term 4	\$17,861.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$27,861.25	

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
Continue to develop processes/structures for collecting and monitoring school-wide data to be added to the school data management tool through 1:1 coaching across P-6. Time allocated on the timetable for staff release for learning walks and peer observation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Imbed moderation professional learning sessions in year levels and vertical teams across the whole school and allow release of leaders to coach and facilitate this in team planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 3 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
Employ an extra classroom teacher and additional education support staff in P-4, to allow concentrated daily intensive small group sessions in Literacy and numeracy that encompasses the TLI initiative for all students.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Employ additional staff member to oversee program provide PL and lead a team of ES in Targeted Intervention	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide time release for the SWPBS team and Wellbeing AP to analyse wellbeing data through PBIS	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS coach RR Network team	<input checked="" type="checkbox"/> On-site
Reintroduce and coach staff in the PLC cycle process across the whole school to support including resources and materials for impact	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide opportunities for PLC leaders to participate in their own PLC cycle in the background whilst running whole school plc's (train the trainer)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources PLC/EIL support	<input checked="" type="checkbox"/> On-site

responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal					
Provide professional development and coaching for staff to enhance understanding of differentiation and its application within the Movelle instructional model through timetabled release, coaching and peer observations	<input checked="" type="checkbox"/> All Staff	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Build staff capacity and knowledge in differentiation in teaching and learning by working in collaboration to create an agreed MPS differentiation practices and evidence in learning in planning documentation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will meet with the data leader and Principal Class to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4- 18 days of CRT)	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources PANORAMA School Management tool PBIS	<input checked="" type="checkbox"/> On-site