2022 Annual Implementation Plan

for improving student outcomes

Springside Primary School (8911)

Submitted for review by Gabrielle Zorko (School Principal) on 10 March, 2022 at 04:24 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 10 March, 2022 at 07:14 PM
Endorsed by Sumit Minocha (School Council President) on 06 April, 2022 at 02:19 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Overall, the Springside's evaluation across the various domains reflects the transitionary phase that the school has been in over the two years. We enter 2022 with a clarity of vision, a stable leadership team and a strategic plan that has already been yielding positive results across various performance indicators. Though we have rated ourselves as 'Evolving' across several domains, our SIT Team can see a clear strategy that will see us moving further along that continuum as we progress into 2022 and beyond.

Considerations for 2022	As a leadership team, we concluded this analysis by looking at the two main components of our school - Curriculum and Student Wellbeing. From a curriculum standpoint, careful strategic and change management will be crucial as we have made a significant investment in strengthening our literacy and numeracy practices. Though we have identified various areas that we need to improve, we are also emboldened by the some early improvements evident within our student achievement data in 2021. At a SIT level, an extensive analysis took place here in late 2021, allowing us to identify the key drivers to that success, particularly in numeracy. A key consideration for 2022 will be ensuring that what has proven to be successful is continued and that staff have the opportunity to expand this further in 2022. We have invested heavily in our redesigned leadership structure to facilitate this and we are excited to see that progress continuing in the coming years. From a student wellbeing perspective, the school has historically had strong performances across various metrics. In 2022, we will look to further this strength by continuing to improve our performance on the SWPBs framework and by strengthening the voice of students and families within the school. Given the disconnect that took place across the continued lockdowns of the COVID-19 pandemic, this will be particularly important to ensure we have every opportunity to meet each of our students at their particular point of need.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Improve student learning achievement and growth in literacy and numeracy
Target 2.1	1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in: Year 3: • reading from 46% [2019] to 57% • writing from 43% [2019] to 54% • numeracy from 29% [2019] to 40% Year 5: • reading from 24% [2019] to 35% • writing from 12% [2019] to 23%

	• numeracy from 19% [2019] to 30%
Target 2.2	By 2024, the percentage of Year 5 students achieving: increased NAPLAN high benchmark growth: • reading from 18% [2019] to 24% • writing from 21% [2019] to 25% • numeracy from 13% [2019] to 23% decreased NAPLAN low benchmark growth: • reading from 30% [2019] to 20% • writing from 27% [2019] to 20% • numeracy from 23% [2019] to 20%
Target 2.3	By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for: • reading and viewing from 24% [2019] to 35% • writing from 11% [2019] to 20% • number and algebra from 14% [2019] to 25%
Target 2.4	By 2024 increase the percentage positive endorsement on the School Staff Survey for: • guaranteed and viable curriculum from 39% [2019] to 70%

	• teacher collaboration from 36% [2019] to 70% • understand formative assessment from 50% [2019] to 70%
Key Improvement Strategy 2.a Instructional and shared leadership	Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework
Key Improvement Strategy 2.b Building practice excellence	Develop and embed a whole-school approach to Professional Learning Communities.
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice
Goal 3	Improve student engagement
Target 3.1	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of confidence from 81% [2019] to 90% • stimulated learning from 84% [2019] to 90% • motivation and interest from 86% [2019] to 90%
Target 3.2	By 2024 the percentage positive endorsement on the School Staff Survey will increase for: • use high impact teaching strategies from 50% [2019] to 70% • use student feedback to improve practice from 38% [2019] to 70%

	• plan differentiated learning activities from 38% [2019] to 70%
Target 3.3	By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • effective teaching from 74% [2019] to 85% • student voice and agency from 69% [2019] to 85% • stimulating learning environment from 72% [2019] to 85%
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop and embed a whole-school approach to position students as active and empowered learners.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities.
Goal 4	Improve student connectedness
Target 4.1	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of connectedness from 86% [2019] to 90% • resilience from 83% [2019] to 90% • effective classroom behaviour from 85% [2019] to 90% • managing bullying from 86% [2019] to 90%

Target 4.2	By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • student connectedness from 85% [2019] to 90% • confidence and resiliency skills from 74% [2019] to 85% • managing bullying from 70% [2019] to 85% • student motivation and support from 72% [2019] to 85%
Target 4.3	By 2024 improve attendance: • decrease the average number of days absent from 16.0 days [2019] to 13.5 days • increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85%
Key Improvement Strategy 4.a Health and wellbeing	Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches.
Key Improvement Strategy 4.b Health and wellbeing	Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	See below
Improve student learning achievement and growth in literacy and numeracy	Yes	1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in: Year 3: • reading from 46% [2019] to 57% • writing from 43% [2019] to 54%	Year 3: reading from 55% [2021] to 57% writing from 43% [2021] to 48% numeracy from 25% [2021] to 30% Year 5: reading from 33% [2021] to 35%

		• numeracy from 29% [2019] to 40% Year 5: • reading from 24% [2019] to 35% • writing from 12% [2019] to 23% • numeracy from 19% [2019] to 30%	writing from 16% [2021] to 20% numeracy from 26% [2021] to 30%
		By 2024, the percentage of Year 5 students achieving: increased NAPLAN high benchmark growth: • reading from 18% [2019] to 24% • writing from 21% [2019] to 25% • numeracy from 13% [2019] to 23% decreased NAPLAN low benchmark growth: • reading from 30% [2019] to 20% • writing from 27% [2019] to 20% • numeracy from 23% [2019] to 20%	By end of 2022, growth data will not exist as this is the first year of Year 3 & 5 NAPLAN participation. We can interrogate reliable data on our assessment schedule, such as, PAT data and MOI data
		By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for: • reading and viewing from 24% [2019] to 35% • writing from 11% [2019] to 20%	Students making at or above age expected growth: English: 84.6% (2021) to 86.2 (State) Maths: 86% (2021) to 88%

		• number and algebra from 14% [2019] to 25%	
		By 2024 increase the percentage positive endorsement on the School Staff Survey for: • guaranteed and viable curriculum from 39% [2019] to 70% • teacher collaboration from 36% [2019] to 70% • understand formative assessment from 50% [2019] to 70%	guaranteed and viable curriculum from 45% [2021] to 53% teacher collaboration from 37% [2021] to 60% understand formative assessment from 44% [2021] to 55%
Improve student engagement	Yes	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of confidence from 81% [2019] to 90% • stimulated learning from 84% [2019] to 90% • motivation and interest from 86% [2019] to 90%	sense of confidence from 86% [2021] to 90% stimulated learning from 86% [2021] to 90% motivation and interest from 85% [2021] to 90%
		By 2024 the percentage positive endorsement on the School Staff Survey will increase for: • use high impact teaching strategies from 50% [2019] to 70% • use student feedback to improve practice from 38% [2019] to 70%	use high impact teaching strategies from 58% [2021] to 65% use student feedback to improve practice from 28% [2021] to 50% plan differentiated learning activities from 50% [2021] to 60%

		• plan differentiated learning activities from 38% [2019] to 70%	
		By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • effective teaching from 74% [2019] to 85% • student voice and agency from 69% [2019] to 85% • stimulating learning environment from 72% [2019] to 85%	effective teaching from 72% [2021] to 80% student voice and agency from 73% [2021] to 78% stimulating learning environment from 66% [2021] to 73%
Improve student connectedness	Yes	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of connectedness from 86% [2019] to 90% • resilience from 83% [2019] to 90% • effective classroom behaviour from 85% [2019] to 90% • managing bullying from 86% [2019] to 90%	sense of connectedness from 88% [2021] to 90% resilience from 85% [2021] to 88% effective classroom behaviour from 84% [2021] to 87% managing bullying from 87% [2021] to 90%
		By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • student connectedness from 85% [2019] to 90% • confidence and resiliency skills from 74% [2019] to 85%	student connectedness from 87% [2021] to 89% confidence and resiliency skills from 74% [2021] to 79% managing bullying from 80% [2021] to 82%

		• managing bullying from 70% [2019] to 85% • student motivation and support from 72% [2019] to 85%	student motivation and support from 69% [2021] to 75%
		By 2024 improve attendance: • decrease the average number of days absent from 16.0 days [2019] to 13.5 days • increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85%	decrease the average number of days absent from 14.8 days [2021] to 13.5 days

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	See below	
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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2022 Dimension		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student learning achievement and growth in literacy and numeracy	
12 Month Target 2.1	Year 3: reading from 55% [2021] to 57% writing from 43% [2021] to 48% numeracy from 25% [2021] to 30% Year 5: reading from 33% [2021] to 35% writing from 16% [2021] to 20% numeracy from 26% [2021] to 30%	
12 Month Target 2.2	By end of 2022, growth data will not exist as this is the first year of Year 3 & 5 NAPLAN participation. We can interrogate reliable data on our assessment schedule, such as, PAT data and MOI data	
12 Month Target 2.3	Students making at or above age expected growth: English: 84.6% (2021) to 86.2 (State) Maths: 86% (2021) to 88%	
12 Month Target 2.4	guaranteed and viable curriculum from 45% [2021] to 53% teacher collaboration from 37% [2021] to 60% understand formative assessment from 44% [2021] to 55%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework	Yes
KIS 2 Building practice excellence	Develop and embed a whole-school approach to Professional Learning Communities.	Yes
KIS 3 Curriculum planning and assessment	Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule	Yes
KIS 4 Evidence-based high-impact teaching strategies	Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice	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.	KIS 2.b - PLCs Developing our PLC processes will be a significant focus of our work in 2022. We will look to embed this approach by first upskilling our new Teaching and Learning Coaches through teaching coaching with PLC Regional Staff - Thao Pham and Maria Claridge. From here, our focus will be on a gradual release approach to upskill our Student Achievement Leaders and all teachers in our whole school PLC approach. KIS 2.c - GVC Though Springside has had a Guaranteed and Viable Curriculum for a number of years, it has now become stagnant and less understood by our changing staff profile. In the second semester of 2022, our Assistant Principal in Curriculum will be undertaking a project to re-invigorate our GVC to minimise variation of practice throughout our school. KIS 2.d - HITS In 2022, professional learning on the HITS will be a focus for our Learning Specialists. In particular, this will be narrowed to the HITS of 'Explicit Teaching' and 'Differentiated Teaching'. This will be further supported by a whole school focus on 'Structuring Lessons' with work refining the Springside Instructional Model to begin in Term 4.	

Goal 3	Improve student engagement	
12 Month Target 3.1	sense of confidence from 86% [2021] to 90% stimulated learning from 86% [2021] to 90% motivation and interest from 85% [2021] to 90%	
12 Month Target 3.2	use high impact teaching strategies from 58% [2021] to 65% use student feedback to improve practice from 28% [2021] to 50% plan differentiated learning activities from 50% [2021] to 60%	
12 Month Target 3.3	effective teaching from 72% [2021] to 80% student voice and agency from 73% [2021] to 78% stimulating learning environment from 66% [2021] to 73%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop and embed a whole-school approach to position students as active and empowered learners.	No
KIS 2 Empowering students and building school pride	Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities.	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.	KIS 3.a - Students as active and empowered learners Though student engagement and self-awareness will be a focus for our TLI program, it won't be a whole school focus during 2022. We intend to continue this work in 2023. KIS 3.b - Student feedback to differentiate instruction Significant work will be invested in embedding systems for staff to collect student feedback through PIVOT and Pulse surveys in 2022. This work will then be connected to the PLC process to ensure that there is student voice considered in curriculum planning and differentiation.	

Goal 4	Improve student connectedness	
12 Month Target 4.1	sense of connectedness from 88% [2021] to 90% resilience from 85% [2021] to 88% effective classroom behaviour from 84% [2021] to 87% managing bullying from 87% [2021] to 90%	
12 Month Target 4.2	student connectedness from 87% [2021] to 89% confidence and resiliency skills from 74% [2021] to 79% managing bullying from 80% [2021] to 82% student motivation and support from 69% [2021] to 75%	
12 Month Target 4.3	decrease the average number of days absent from 14.8 days [2021] to 13.5 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches.	Yes
KIS 2 Health and wellbeing	Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing.	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.	KIS 4.a - SWPBs In 2021, Springside completed a TFI on SWPBS. In 2021, Springside improved on this assessment as the school improved from a score of 60% in 2020 to 73% in 2021. Opportunities for improvement was evident in the domains: Teaching expectations, professional development, classroom procedures, feedback acknowledge, family involvement, discipline, data and decision making. This model will be used to inform future improvements within the SWPBs space. KIS 4.b - Monitor attendance and behaviour As indicated by data analysis from our student attendance records, AToSS and Staff Opinion Survey.	

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	See below
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	Through PAT, MOI and EOI data analysis and direct coaching of our TLCs and TLI specialists, we have identified students who will be provided with tutoring and additional support through our tiered intervention approach to the TLI. This includes working directly with specific students with learning deficits or a clear need for extension. This work has been timetabled and will take place across our Learning Enhancement (support) and Learning Extension channels, under the guidance of our Leading Teachers and Learning Specialists. In early 2022, work with our Assistant Principals and Leading Teachers used these data sets to identify specific skill deficits in mathematics that would form an early focus within these groups. This work will be reviewed on an ongoing basis to ensure that the TLI work is aligned with specific learning needs identified through ongoing assessment. Our aim is for this work to also be reflected within the PLC environment. By having the same leadership staff guiding both TLI and their relevant PLCs, there will be development opportunities for al teachers to improve their data literacy and ability For students who require a higher level intervention, we are working with regional support to refine our IEP processes. With our vision being a learning community where student is provided with differentiated support to meet their individual needs, this work will be crucial to ensure that we are resourced appropriately and that curriculum is planned to ensure all students have an equal opportunity to access their education. * Establish and Support staff to embed the use of data walls in the areas of Literacy and Numeracy to inform targeted planning * Coach staff in their cohorts to build teacher practice and capacity * Lead PLCs/EOLs through the FISO improvement cycle to identify student learning needs, ensuring effective differentiation * Run Learning Enhancement to provide academic support/intervention (catch up and extension) - TLI/HAPL * Continue to establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice * Plan whole school professional learning on identified core-curriculum priority areas throughout the year

	* Revisit and strengthen the use of HITS in classrooms * Providing professional learning around our Instructional Model GRR and our Lesson Structure - 'The Workshop Model' * Develop a sustainable Peer Observation model * Prioritise curriculum 'essentials': mathematics, reading, writing and science plans for 2023 * Establish/embed consistent approaches to formative assessment * Build staff capacity to understand and implement IEPs * Work with ES and other teaching staff to assess learning and map progress against IEP goals
Outcomes	Expected outcomes by the end of 2022 include: - Improvement in student achievement by refining student teaching to specific points of need - Upskilling of our TLI teachers through ongoing coaching from upper and middle leadership - Further refining of our overall TLI system and viability as a longer term strategy to address student learning needs - Overall IEP competence increasing across staff, leading to compliance with upcoming disability reforms - Stronger understanding of using data to identify opportunities for growth across the school * PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons * Teachers identify student learning needs and differentiation accordingly * Teachers will use HITS to plan lessons and units * Teachers will consistently and explicitly implement the school's instructional model * Teachers will develop an understanding of curriculum essentials to ensure mastery * Teachers will consistently implement the agreed assessment schedule * Teachers and leaders will regularly update data walls * Teacher will provide regular feedback and monitor student progress using data walls * Teachers will provide students with the opportunity to work at their level using differentiated resources * Students will experience success and celebrate the acquisition of knowledge * Students will know how lessons are structured and how this supports their learning * Students in need of targeted academic support or intervention will be identified and support
Success Indicators	-Evidence of improvement evident in summative assessments and overall Teacher Judgement levels for selected TLI students -Evidence of improvement in student engagement metrics, such as ATTOS and ongoing PIVOT and PULSE surveys Success Indicators * Teachers' formative assessment data and teacher judgment data * Teacher records and observations of student progress * A documented assessment schedule and evidence of teachers inputting data and moderating assessments

	* Data walls indicating student progress * Student feedback on differentiation, the instructional model, and use of common strategies * Progress against Individual Education Plans * Differentiated curriculum documents and evidence of student learning at different levels *Professional Learning Observation (PLOs) Data improving

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy: Each Leading Teacher has a Learning Enhancements allotment of 45% Leading Teacher with a TLI leadership tag Designated Learning Specialists for Student Excellence Assistant Principal of Curriculum, Instruction and Assessment Numeracy is a whole-school PL priority supported by maths consultation and T&LCs	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$246,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Actions	There has been significant planning and organisational change to better leverage the human resources at Springside Primary to support our students' wellbeing and mental health. This includes: - Restructuring our overall leadership structure and refining wellbeing roles to ensure that there is an aligned wellbeing team overseeing a portfolio of student welfare, inclusion and voice. - Strategically recruiting and promoting key personnel with proven skills supporting student wellbeing.

	- Working alongside our regional staff to identify SWPBS areas for improvement, with an aim to progress along the continuum of achievement.
	- Extensive ongoing student wellbeing data analysis at a SIT level to identify key areas for improvement across various data sets.
	- Providing support and coaching at a classroom level to ensure that our most vulnerable students are being supported and included in all learning opportunities.
	- Introducing a new classroom behaviour re-direction system that moves us away from a punitive approach and more towards providing students with opportunities for reflection and restorative practices.
	
	* Staff continue the implementation and professional learning of SWPBS
	     - Continuum of Responses to Behaviour (CoRB)
	     - Consistency of acknowledgement system
	*Staff, students and parents/ carers will revise the CoRB
	* Analyse Chronicle data - monitor interventions for tier 2 and tier 3 students
	* Staff maintain and prioritise Social and Emotional Learning program (Respectful Relationships) in the teaching and learning program
	* Staff and prioritise the explicit teaching of Expected Behaviours within the school
	* Staff continue to embed the whole school approach to Zones of Regulations
	* Inclusion of Learning - enhancement teacher to run social groups for identified students
	* Teachers monitor and respond to attendance data
	*Students report positive connections with wellbeing priorities in the AtoSS - PIVOT survey and PLOs

Outcomes	Expected outcomes by the end of 2022 include: - Improved climate for learning as evidenced by a decrease in exits from class. - Improved attendance - Improved teacher-student relationships (AttoSS) - staff having a wider range of tools to support student wellbeing. - Increased willingness of staff to provide peer observation, access feedback, and access coaching - review the strength of Tier 1 instructional program and develop responses to further develop it * Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing * Teachers will incorporate SEL (Respectful Relationships) classes and in planning units of work * Teachers will model and are consistent in agreed behaviour Expectations * Teachers will be consistent using the 'Continuum of Response to Behaviour' when managing undesirable behaviours * Teachers will consistently use the school-wide acknowledgment system *Students have a clear understanding of expected behaviours and follow up

Success Indicators	- Improved wellbeing performance on ATToSS, Staff and Parent Surveys. - Evidence of student welllbeing evident through improved attendance rates. - Student achievement improving through various curriculum assessments. * Classroom and peer observations data * Chronicle data (minor and major behaviours, success slips, sick bay data) * Attendance data * PIVOT data, AtoSS * SWPBS TFI/SAS data * Welfare referrals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable: Assistant Principal of Wellbeing, Inclusion and Attendance Designated Leading Teacher for Wellbeing & Inclusion Designated Learning Specialists for Wellbeing, Inclusion and Student Voice Welfare Officer School Nurse PL Priority	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$230,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student learning achievement and growth in literacy and numeracy

12 Month Target 2.1	Year 3: reading from 55% [2021] to 57% writing from 43% [2021] to 48% numeracy from 25% [2021] to 30% Year 5: reading from 33% [2021] to 35% writing from 16% [2021] to 20% numeracy from 26% [2021] to 30%
12 Month Target 2.2	By end of 2022, growth data will not exist as this is the first year of Year 3 & 5 NAPLAN participation. We can interrogate reliable data on our assessment schedule, such as, PAT data and MOI data
12 Month Target 2.3	Students making at or above age expected growth: English: 84.6% (2021) to 86.2 (State) Maths: 86% (2021) to 88%
12 Month Target 2.4	guaranteed and viable curriculum from 45% [2021] to 53% teacher collaboration from 37% [2021] to 60% understand formative assessment from 44% [2021] to 55%
KIS 1 Instructional and shared leadership	Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework
Actions	In 2021, a focus was placed on improving SIT processes by ensuring that every SIT meeting was purposeful and aligned to meaningful data analysis. In 2022, this approach will be taken further as we continue to improve our SIT processes to address specific goals within our AIP and outlined within the the four key foci on our Leadership Web. Key actions to support this include: - Targeted recruitment and promotion to balance skillsets across our School Improvement Team. - Key professional learning around Literacy and Numeracy at a SIT level to build expertise to drive future school improvement endeavours.

	- Distributed leadership framework (Springside Leadership Web) implemented to ensure that expertise and human resources are positioned to support key improvement areas. - Ongoing coaching and development of Leading Teachers and Learning Specialists to continue to build confidence and expertise in key focus areas. - Establishment of new 'Student Achievement Leader' roles in each year level to ensure we are building internal middle leadership to support the School Improvement Team into the future.
Outcomes	Expected outcomes by the end of 2022 include: - Improved efficacy of SIT meetings - Routine data analysis at a SIT level ensuring the school is responsive and able to measure impact. - 'Gradual release' support approach building middle leadership who are confident and capable to implement improvement strategies at a PLC and classroom level.
Success Indicators	- Evidence of SIT Team minutes as a log of completed actions and school improvements - Improvement in Staff Survey data in key areas including GVC and formative assessment - Improvement in student outcomes such as Teacher Judgements.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Principal defines the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework Build the capacity of the SIT - evidence-informed practice and instructional model. SIT observe consultant coaching - EDI in terms one & two Design and deliver a coaching professional learning in terms 3 & 4– PL priority; Term 1 to Term 4 Develop a structure and schedule for the coaching model, with observations to occur twice yearly – CIA Assistant Principal Literacy and Numeracy PL whole-school priority across all terms	☑ Literacy Leader ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Building practice excellence	Develop and embed a whole-school approach to Professional Learning Communities.
Actions	Due to rapid turnover of staff and changes in PLC philosophies, there is a significant need to develop a consistent and embedded PLC process that is understood and implement by all teachers across the school. This has - Strategic recruitment of staff with expertise developing high performing PLCs. - Establishing regular coaching relationships that connect DET PLC resources (including PLC Manager Maria Claridge and Thao Pham) to the work of our teaching and learning coaches. - Engaging in whole school professional learning around high performing PLCs - Building a foundation of professionalism and PLC culture through consistent development of norms, PLC roles and expectations. - Engaging in professional learning from other PLCs, including viewing DET material and accessing professional observations at other schools. - Development of purposeful PLC space that incorporates key resources proven to improve PLC practices. - Timetabling regular opportunities for TLC to work alongside the newly created SAL roles to build PLC expertise in our middle leadership.
Outcomes	Expected outcomes by the end of 2022 include: - Documented and embedded PLC processes that are consistent across all teams within the school. - Staff show evidence of PLC Inquiry cycles completed that included improved student outcomes and contextual professional learning. - Higher performing PLCs, with widely distributed confidence in navigating FISO and the Improvement Cycle.
Success Indicators	- Progression evident across PLC Maturity Matrix. - Evidence of improvement of practice across internal PLC staff surveys. - Documentation of PLC processes. - Documentation of high impact PLC cycles leading to staff development and student achievement.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and embed a whole-school approach to Professional Learning Communities: Appoint SALs - Student Achievement Leaders for each year level (two hour release) Appoint Leading Teachers to each PLC	☑ Leading Teacher(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00

Work with Regional staff Maria and Thao consistently over the year PLCs are a whole-school PL priority	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Curriculum planning and assessment	Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule
Actions	Though Springside has noticeably improved curriculum practices, they are not collated into a coherent Guaranteed and Viable Curriculum. A move to minimise the variability of practice between cohorts will be the focus of GVC action team in the second half of 2022. The GVC Team actions include: - Reviewing previous GVC and analysing its historic and current impact on curriculum planning. - Review the Literacy and Numeracy scope and sequences and reflect on their use. - Collate and link scope and sequences to a framework of unit planners that consider learning progressions and skill development from F-6. - Reviewing Springside Instructional Model and considering need for refinement to align with newly introduced curriculum approaches. - Collate exemplary lesson plans that sit within the overall unit plans for teachers to access from 2023 onwards.
Outcomes	Expected outcomes by the end of 2022 include: - Less variability in practice across classrooms, ensuring consistent educational opportunities for all students. - Clarity in exemplar lessons about what - Refining focus of PLC time to professional development and data analysis, rather than 'planning'.

	- Improved staff understanding of meaningful lesson structure. - Ensuring units are developed that are age-appropriate and better aligned with the Victoria Curriculum.
Success Indicators	Success on this work will be evident through the completion of the documents, ready to introduce in 2023. This will include a refined instructional model, unit planners, scope and sequences and a bank of exemplary lessons that align with the overall GVC.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule: SALs Leading Teacher each PLC - Teaching and Learning Coaches Region staff Maria and Thao Assistant Principal of Curriculum, Instruction and Assessment	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 4 Evidence-based high-impact teaching strategies	Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice
Actions	At a whole school level, our HITS focus is on Explicit Teaching, Structuring Lessons and Differentiated Teaching. This work will be completed through our staff forums, direct coaching with evidenced-based consultants and ongoing professional learning through our targeted Curriculum Day sessions. Within classrooms, our Learning Specialists will be using the HITS as a framework to support their instructional coaching. This will be administered at point of need for the classroom teacher.

	At a PLC level, contextual learning about effective teaching strategies will take place as part of the PLC Improvement Cycle. Aligning the professional learning of the PLC with points of needs identified within their data analysis will provide purposeful opportunities to learn about relevant high impact teaching strategies.
Outcomes	Expected outcomes by the end of 2022 include: - Greater understanding and implementation of the High Impact Teaching Strategies. - More opportunities for classroom teachers to work with Learning Specialists to improve their practice. - An improvement in our overall collaborative culture and receptiveness to work with Learning Specialists within their classroom. - A greater understanding of the links between professional learning and student data analysis. - Improved teacher practice and overall ability to deliver effective lessons. - Improved student achievement evident across various metrics.
Success Indicators	- Learning specialists working within other classrooms with greater regularity. - Improvements on collaborative culture metrics within our Staff Survey. - HITS evident within PLC documentation. - Improvements in student achievement.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice: Assistant Principal of Curriculum, Instruction and Assessment and Student Excellence Learning Specialists Whole-school PL Priority	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Goal 3	Improve student engagement				
12 Month Target 3.1	sense of confidence from 86% [2021] to 90% stimulated learning from 86% [2021] to 90% motivation and interest from 85% [2021] to 90%				
12 Month Target 3.2	use high impact teaching strategies from 58% [2021] to 65% use student feedback to improve practice from 28% [2021] to 50% plan differentiated learning activities from 50% [2021] to 60%				
12 Month Target 3.3	effective teaching from 72% [2021] to 80% student voice and agency from 73% [2021] to 78% stimulating learning environment from 66% [2021] to 73%				
KIS 1 Empowering students and building school pride	Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities.				
Actions	In 2022, we will be investing in the PIVOT platform as a tool to collect student feedback and wellbeing data. Key actions include: - Linking PIVOT professional learning to our Learning Specialists and key middle leaders. - Providing all staff with access to the PIVOT dashboard to align student feedback with specific PDP goals. - Supporting staff to build data literacy by providing coaching support in setting appropriate goals based on student feedback. - Aligning student feedback with relevant professional learning to help staff achieve goals that improve their instructional capabilities. - Linking PIVOT data to student achievement data within the PLC cycle. - Developing whole school processes to capture student feedback at a wellbeing level.				
Outcomes	Expected outcomes by the end of 2022 include: - Greater sense of student voice in the context of classroom instructional practices. - Scaffolded coaching opportunities provided for middle leadership and identified teachers.				

	- Improved data literacy across the school. - Targeted staff development, contextualized to their specific needs. - Targeted wellbeing intervention with most opportunities to identify students who require additional support
Success Indicators	Improvement evident across various data sets, including: PIVOT ATToSS Student attendance data Staff survey

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities: PIVOT administered to all students 2-3 times per year Learning Specialist and Assistant Principal of Curriculum, Instruction and Assessment to lead	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Improve student connectedness
12 Month Target 4.1	sense of connectedness from 88% [2021] to 90% resilience from 85% [2021] to 88% effective classroom behaviour from 84% [2021] to 87% managing bullying from 87% [2021] to 90%

12 Month Target 4.2	student connectedness from 87% [2021] to 89% confidence and resiliency skills from 74% [2021] to 79% managing bullying from 80% [2021] to 82% student motivation and support from 69% [2021] to 75%
12 Month Target 4.3	decrease the average number of days absent from 14.8 days [2021] to 13.5 days
KIS 1 Health and wellbeing	Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches.
Actions	Establishing a 2022 with SWPBS Team -Reviewing and actioning our Tired Fidelity Inventory to ensure we continue to grow 60% (2019) to 73% (2021) -Reviewing and revising the Expected Behaviours Matrix with students, staff and parents/carers -Reviewing and revising the Continuum of Responses to Behaviour with students, staff and parents/carers -Implementing data-based decision decision -Reviewing and revising SEL scope and sequence to align with chronicle data on Compass -Providing professional learning on Zones of Regulation and Respectful Relationships -Reviewing and refining the curriculum plan to identify and implement authentic opportunities for students to co-design their learning -Developing a whole-school understanding of what student voice, agency and leadership in learning looks like, supported heavily by Learning Specialists -Introduce and action Wellbeing PIVOT surveys -Create a whole-school action plan for AtoSS data and FISO continua
Outcomes	-Expected outcomes by the end of 2022 include: -Increase in Tired Fidelity Inventory from 73%-80% -Revised 2022 Expected Behaviours Matrix -Revised 2022Continuum of Responses to Behaviour -Ongoing evidence of data-based decision decision using PULSE on Compass -Reviewing and revising SEL scope and sequence to align with chronicle data on Compass -Providing professional learning on Zones of Regulation and Respectful Relationships -Reviewing and refining the curriculum plan to identify and implement authentic opportunities for students to co-design their learning -Developing a whole-school understanding of what student voice, agency and leadership in learning looks like -Use data from PIVOT Wellbeing to develop teacher and whole-school action plans -Analyse and action AtoSS data

	-Evidence of increased student voice, agency and leadership in planning and PIVOT data
Success Indicators	Tired Fidelity Inventory from 73%-80% PULSE data PIVOT AtoSS POS SOS

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches: SWPBS SEL with RR LT & Assistant Principal of Wellbeing, Inclusion and Attendance Acknowledgement System	☑ Respectful Relationships Implementation Team ☑ SWPBS Leader/Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Health and wellbeing	Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing.
Actions	-Staff have greater involvement and responsibility in the attendance of their students in their classes -Develop systems to better track and monitor student attendance data at an individual, class and whole school level -Assess attendance data in leadership meetings and track patterns at school -Promote the importance of attendance at school via the school newsletter, facebook page and website -Identify and track Tier 1, Tier 2 and Tier 3 students and the school would benefit from developing an Attendance Support Plan

	-Liaise with appropriate Departmental staff for support with attendance -Develop reward systems for students with good attendance
Outcomes	-Expected outcomes by the end of 2022 include: -Overall student attendance data will improve by 1-3% -Attitude to Attendance (AtoSS) for males to improve from 91% (2019) to 94% (2022) to align with Female data (94% in 2019)
Success Indicators	Student attendance data Student AtoSS Data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing: Appointed Attendance Officers at each year level Assistant Principal of Wellbeing, Inclusion and Attendance	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$207,186.93	$207,186.93	$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	**$207,186.93**	**$207,186.93**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable: Assistant Principal of Wellbeing, Inclusion and Attendance Designated Leading Teacher for Wellbeing & Inclusion Designated Learning Specialists for Wellbeing, Inclusion and Student Voice Welfare Officer School Nurse PL Priority	$230,000.00
Totals	**$230,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable: Assistant Principal of Wellbeing, Inclusion and Attendance Designated Leading Teacher for Wellbeing & Inclusion Designated Learning Specialists for Wellbeing, Inclusion and Student Voice Welfare Officer School Nurse PL Priority	from: Term 1 to: Term 4	$207,186.93	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		$207,186.93	

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
Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy: Each Leading Teacher has a Learning Enhancements allotment of 45% Leading Teacher with a TLI leadership tag Designated Learning Specialists for Student Excellence Assistant Principal of Curriculum, Instruction and Assessment Numeracy is a whole-school PL priority supported by maths consultation and T&LCs	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Michael Minas ☑ Student Achievement Manager	☑ On-site
Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable: Assistant Principal of Wellbeing, Inclusion and Attendance Designated Leading Teacher	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

for Wellbeing & Inclusion Designated Learning Specialists for Wellbeing, Inclusion and Student Voice Welfare Officer School Nurse PL Priority	☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team					
Principal defines the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework Build the capacity of the SIT - evidence-informed practice and instructional model. SIT observe consultant coaching - EDI in terms one & two Design and deliver a coaching professional learning in terms 3 & 4– PL priority; Term 1 to Term 4 Develop a structure and schedule for the coaching model, with observations to occur twice yearly – CIA Assistant Principal Literacy and Numeracy PL whole-school priority across all terms	☑ Literacy Leader ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Develop and embed a whole-school approach to Professional Learning	☑ Leading Teacher(s)	from: Term 1	☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ PLC Initiative ☑ Internal staff	☑ On-site

Communities: Appoint SALs - Student Achievement Leaders for each year level (two hour release) Appoint Leading Teachers to each PLC Work with Regional staff Maria and Thao consistently over the year PLCs are a whole-school PL priority	☑ PLC Leaders	to: Term 4		☑ PLC/PLT Meeting		
Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule: SALs Leading Teacher each PLC - Teaching and Learning Coaches Region staff Maria and Thao Assistant Principal of Curriculum, Instruction and Assessment	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders	from: Term 3 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice: Assistant Principal of Curriculum, Instruction and Assessment and Student Excellence Learning Specialists Whole-school PL Priority	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site