

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Murrumbeena Primary School (3449)



*Excellence  
through Endeavour*

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<p>Numeracy: utilising the PAT Maths assessments, we aim to increase the number of students working 12+ months to the following percentages:</p> <p>Year 1- from 48% to 60%</p> <p>Year 2 - from 48% to 55%</p> <p>Year 3 - from 23% to 40%</p> <p>Year 4 - from 22% to 40%</p> <p>Year 5 - from 33% to 50%</p> <p>Year 6 - from 56% to 70%</p> <p>Reading: utilising the PAT Reading assessments, we aim to increase the number of students working 12+ months to the following percentages (percentages are based on past performances):</p> <p>Year 1 - from 25% to 38% (Reading Recovery, MSL, TLI)</p> <p>Year 2 - from 45% to 58% (Reading Recovery, TLI, 19 students,)</p> <p>Year 3 - from 45% to 65% (very high, however scores in 2019, 2018 etc reflected these results)</p> <p>Year 4 - from 64% to 74%</p> <p>Year 5 - from 59% to 79% (very high, however scores in 2019, 2018 etc reflected these results)</p> <p>Year 6 - from 74% to 75%</p>
<b>KIS 1</b> 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
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs.</li> <li>● Develop a multi-tiered response to meet students' individual learning needs.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Students in need of targeted academic support or intervention will be identified and supported.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs.</li> <li>• Students will know what the next steps are to progress their learning.</li> <li>• Highly able students will be provided with opportunities for academic extension.</li> <li>• Teachers will identify student learning needs based on diagnostic assessment data.</li> <li>• Teachers and tutors will plan for differentiation based on student learning data.</li> <li>• Teachers will implement differentiated teaching and learning to meet individual student needs</li> <li>• Tutors will provide targeted academic support to students</li> <li>• Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>• Curriculum documentation will show plans for differentiation.</li> <li>• Student and parent feedback on differentiation and use of common strategies (via perception survey results).</li> <li>• Notes from TLI meetings will show plans to support individual students' learning needs and show links to SMART goals and teaching strategies.</li> <li>• Formative and summative assessment rubrics/ year level spreadsheets will show student learning growth</li> <li>• Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>• Victorian Curriculum judgements will show growth in learning</li> <li>• SSS factors: instructional leadership, collective efficacy</li> <li>• AtoSS factors: stimulated learning, differentiated learning student voice and agency</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement		<input type="checkbox"/> PLP Priority		<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
<p>Explore the research behind multi-tiered systems of support and develop a response model that enables teachers to identify and respond to students' individual learning needs.</p>	<p>Assistant Principal Learning Specialist(s)  Principal</p>	<input type="checkbox"/> PLP Priority		<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
<p>Audit staff skillset in formative and summative assessment and differentiation for students with disabilities and develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.</p>	<p>Assistant Principal Learning Specialist(s)  Principal</p>	<input type="checkbox"/> PLP Priority		<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

<p>Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities.</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Engage with Speech Pathologists/ OT's/ Play Therapists to support groups of students with disabilities and additional needs including those who need social skills support.</p>	<p>Assistant Principal Learning Specialist(s) Principal</p>	<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Establish processes and protocols that refer/ ensure at risk students/ students with specific learning needs receive support (eg. Tutor Learning, Student Excellence, Reading Recovery etc)</p>	<p>PLC Leaders Principal teachers</p>	<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Prioritise time for teachers and education support staff to meet with specialist services and community organisations to support adaptations to teaching and learning programs.</p>		<input type="checkbox"/> PLP Priority		<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
<p>Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/ or disabilities.</p>	<p>Numeracy Support School Improvement Team whole school</p>	<input type="checkbox"/> PLP Priority		<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
Allocate time to the Student Excellence Leader to work with staff to identify highly able students and organise extension opportunities.		<input type="checkbox"/> PLP Priority		<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 professional development for staff to enhance understanding of differentiation and its application within the instructional model and develop a PDP (team) goal focused on differentiation.		<input type="checkbox"/> PLP Priority		<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

<p>Provide professional learning to Assessment and Data Team leaders who will in turn work with colleagues to better understand and use data for differentiated teaching and learning.</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Audit current assessment and differentiation practices throughout the school and support year level teachers to identify focus areas in order to meet numeracy and reading targets.</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Learning walks will show evidence of differentiation and feedback.</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p>



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an understanding, consistent approach and shared expectations for what learning walks are, the roles of participants and the sharing feedback.		<input type="checkbox"/> PLP Priority		<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
Schedule learning walks to observe staff practice and collect data on student experiences of feedback, assessment and differentiation. (one CRT day per week for 8 weeks each term)		<input type="checkbox"/> PLP Priority		<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Establish a multi-tiered response model to support students' positive mental health</li> <li>• Refine and embed the whole school approach to wellbeing and clarify the roles, responsibilities and referral processes.</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health</li> <li>• Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Teachers will plan for and implement social and emotional learning within their curriculum areas</li> <li>• Teachers will be able to recognise, respond to and refer students' mental health needs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Students will be able to explain what positive mental health means and where they can seek support at school (posters, mental health toolkit)</li> <li>• Student leaders will be able to recognise, respond to and refer mental health emergencies</li> <li>• Students will report improved mental health.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Policies and programs will show documentation of our multi-tiered response model to early intervention and for those who would benefit from wellbeing or mental health support.</li> <li>• Curriculum documentation will show plans for social and emotional learning</li> <li>• Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> <li>• Student support resources displayed around the school will show how students can seek support</li> <li>• Teacher Judgment - Victorian Curriculum: Personal and Social Capability</li> <li>• Improved SSS factors: instructional leadership, collective efficacy, trust in colleagues</li> <li>• Improved AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</li> </ul>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Establish lunchtime and after-school clubs that promote healthy habits and positive relationships (establish consistency in clubs and equity in teachers volunteering). SRC to develop a survey to ascertain needs/ interests.</p>	<p>Assistant Principal Student Wellbeing Coordinator</p> <p>Teacher(s)</p> <p>Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>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 over 2 years.</p> <p>Dedicated time for Wellbeing PLT and time in data meetings and Wednesday year level meetings.</p>	<p>All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Identify and schedule appropriate professional learning for teachers implementing wellbeing programs.</p> <p>Curriculum Day/s for Wellbeing: RRRR (Inclusive Classrooms + Modules 7 and 8)</p> <p>Restorative Practice PD</p> <p>Inclusive Classrooms</p> <p>Mental Health Toolkit</p>	<p>Assistant Principal</p> <p>Teacher(s)</p> <p>Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health.	Assistant Principal Wellbeing Team	<input type="checkbox"/> PLP Priority		<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
Partner with non-for profit groups and external support agencies to provide targeted student support (Fathering Project, Story Dogs, Drumming, SFYS, martial arts etc)		<input type="checkbox"/> PLP Priority		<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
Target counselling for individual students with acute mental health needs (OnPsych)	Assistant Principal Teacher(s)	<input type="checkbox"/> PLP Priority		<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 professional development for Wellbeing leaders (x2 + First Aid Officer) to undertake Youth Mental health First Aid. Build relationships with families and conduct check ins with 'at risk' students. Develop a school wide process for wellbeing check ins.		<input type="checkbox"/> PLP Priority		<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
Refine and embed the whole school approach to wellbeing and clarify the roles and responsibilities. Develop a school wide process for wellbeing check ins - what does the conversation sound like? Who has it? What's the next step? How can we ensure that these check-ins are ongoing, consistent and appropriately timed (e.g. not during class times, with other students around, etc.)?		<input type="checkbox"/> PLP Priority		<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
<b>Goal 2</b>	To improve student learning in Literacy			
<b>12 Month Target 2.1</b>	To increase students above benchmark growth in reading from 32% to 35% (similar schools 32%, network schools 34%) (2017 36%, 2018 47%)			
<b>12 Month Target 2.2</b>	To increase students above benchmark growth in writing from 21% to 30%. (similar schools 30%, network schools 28%)			

	(2016, 41% 2017 43%, 2019 43%)			
<b>12 Month Target 2.3</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 26% to 34% (34% similar schools, 31 % network schools) (2017 39%, 2019 43%)			
<b>12 Month Target 2.4</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 57% to 65% (64% similar and 65% network schools) (2018 61%, 2019 63%)			
<b>KIS 1</b> Building practice excellence	Embed an instructional model for Reading and writing			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
		<input type="checkbox"/> PLP Priority		<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
<b>KIS 2</b> Building practice excellence	Embedding the PLC Inquiry Cycle across the whole school			
<b>Actions</b>	Refine PLC practice to build the assessment capability of staff to identify, plan for and assess student learning growth over time. Strengthen the capabilities of year level leaders to drive improvement through the analysis of data and an inquiry cycle process.			
<b>Outcomes</b>	<p>Leaders will (whole school):</p> <ul style="list-style-type: none"> <li>● Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning workshops and PLC teams. (Rick and Ange)</li> <li>● Support PLC's to utilise the FISO inquiry cycle with an emphasis on data and assessment.</li> <li>● Provide opportunities for year level leaders to participate in Communities of Practice</li> <li>● Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for identified students.</li> </ul> <p>Teachers will (classroom):</p> <ul style="list-style-type: none"> <li>● Consistently and explicitly implement the school's instructional model with an emphasis on differentiation.</li> <li>● Utilise data to identify students for the Tutor Learning Initiative and monitor growth in learning outcomes.</li> <li>● 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.</li> </ul> <p>Students will (individual):</p> <ul style="list-style-type: none"> <li>● Be provided with feedback in relation to their progress and open to using that feedback to identify their next learning step.</li> <li>● 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).</li> <li>● Be involved in setting personalised learning goals.</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>● Working group minutes show evidence of research and implementation.</li> <li>● Data walls/ year level assessment spreadsheets show collection of student data and the monitoring of student growth.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>● Summative standardised assessments show growth in the FISO improvement cycle areas.</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Middle leaders are supported by leadership and the PLC instructional leaders 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 showcase for Term 1 Week 10. (One PLC Inquiry cycle per term with a showcase to share and learn from each other).</p>		<input type="checkbox"/> PLP Priority		<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
<p>Utilise the FISO Inquiry cycle to improve teacher practice in identified focus areas (reading and numeracy) and measure the impact on improved student outcomes.</p>		<input type="checkbox"/> PLP Priority		<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
<p>Teachers will meet with the data leader to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4- 16 days of CRT)</p>	<p>Assessment &amp; Reporting Coordinator Assistant Principal</p>	<input type="checkbox"/> PLP Priority		<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
Support level leaders to develop leadership skills through Bastow (5 leaders) and to lead their year level teams.		<input type="checkbox"/> PLP Priority		<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
<b>Goal 3</b>	To improve student learning in Numeracy			
<b>12 Month Target 3.1</b>	To increase benchmark growth in NAPLAN Numeracy from 46% to 51%.			
<b>12 Month Target 3.2</b>	To increase the percentage of year 3 students in numeracy in the top two bands from 60% to 62%			
<b>12 Month Target 3.3</b>	To maintain the percentage of year 5 students in numeracy in the top two bands at 66%			
<b>KIS 1</b>	Build teacher capability to effectively use data in planning and for differentiation			

<b>Evaluating impact on learning</b>					
<b>Actions</b>		<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use Assessment to inform planning and differentiate teaching to ensure personalised learning growth for each student in numeracy.</li> </ul>			
<b>Outcomes</b>		<p>Leaders will:</p> <ul style="list-style-type: none"> <li>● Support year level teachers to collate their class data into the year level spreadsheet and monitor cohort progress.</li> <li>● Facilitate the PLC Inquiry cycle process to improve problems of practice and meet numeracy targets.</li> <li>● Provide coaching and mentoring support.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>● Utilise student numeracy work samples and assessments to identify focus areas for differentiated groups.</li> <li>● Provide opportunities for students to share their learning, teach, question and challenge each other.</li> <li>● Design authentic, fit for purpose assessments to reflect the learning program objectives assessments (differentiated in consideration of those with disabilities).</li> <li>● Provide regular feedback to students on their progress against individual learning goals.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Review their assessment data to identify personal numeracy goals, share evidence of their learning and reflect on individual growth.</li> <li>● Develop their confidence when finding different ways to solve mathematical problems.</li> <li>● Articulate mathematical thinking while solving problems.</li> </ul>			
<b>Success Indicators</b>		<ul style="list-style-type: none"> <li>● Numeracy targets for Year 3 and 5 NAPLAN will be met.</li> <li>● Numeracy targets for PAT Maths will be met.</li> <li>● Numeracy goals will be recorded and show progress.</li> <li>● Numeracy year level spreadsheets / Essential Assessment data will be utilised regularly and kept up to date.</li> </ul>			
<b>Activities and Milestones</b>		<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Numeracy Learning Specialist will work with teachers to develop ILP's for students identified for the Tutor Learning Initiative and support numeracy teaching in the classroom.</p>		<input type="checkbox"/> PLP Priority		<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
<p>Team discussions to share expertise, ensure consistent language and support each other to trial techniques/approaches and discuss the impact on student learning.</p>		<input type="checkbox"/> PLP Priority		<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
<p>Time allocated to data meetings and collaborative planning to use multiple sources of assessments to plan for differentiated groups.</p> <p>Numeracy specialist to attend and support data meetings with a numeracy focus.</p>		<input type="checkbox"/> PLP Priority		<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

<p>Numeracy Learning Specialist and teachers will collaborate (through the Assessment and data PLT) to find and use alternative assessments for students with learning disabilities and difficulties.</p>		<input type="checkbox"/> PLP Priority		<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
<p>Numeracy Learning Specialist and teachers will collaborate to differentiate learning tasks so they are at an appropriate 'challenge' level for the various cohorts within a classroom/year level (through the Differentiation PLT, coaching and mentoring and planning sessions).</p>		<input type="checkbox"/> PLP Priority		<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
<p><b>Goal 4</b></p>	<p>To improve engagement for all students.</p>			
<p><b>12 Month Target 4.1</b></p>	<p>To increase the positive responses in the AtOSS in student voice and agency from 83% to 88%</p>			
<p><b>12 Month Target 4.2</b></p>	<p>To increase the positive responses on the Staff Opinion Survey in Student feedback from ??% to ??%</p>			
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>To develop strategies to enhance student engagement and learning through goal setting and feedback.</p>			

<b>Actions</b>	Build staff capacity to design authentic, fit for purpose assessments to reflect the learning programs and objectives for all students. Teachers implement processes or classroom systems to provide regular feedback to students on their progress against personalised learning goals and curriculum standards.
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>● lead colleagues to evaluate the appropriateness of learning goals to improve student achievement and engagement (collect data and refer to evidence to support their decisions).</li> <li>● Lead the PLC inquiry cycle and use evidence to monitor and evaluate the impact of different lesson structures.</li> <li>● Facilitate observations, discussions and feedback resulting from learning walks.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>● use diagnostic, formative and summative assessments and collaborate on the development and use of assessment materials.</li> <li>● use agreed processes to record student learning and wellbeing data.</li> <li>● provide feedback to students that articulate progress as well as the next steps required to advance learning</li> <li>● engage students in developing explicit assessment criteria and actively seeking student feedback about their teaching practice which includes using worked examples to demonstrate what students need to do to acquire new knowledge and master skills.</li> <li>● Teachers provide opportunities for students to exercise agency in their own learning.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>● review their assessments and co construct learning goals with the teacher.</li> <li>● review their work to show evidence of the success criteria.</li> <li>● use feedback to self evaluate, building the skills to monitor, review and reflect on their progress.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>● Student workbooks/ google classroom/ portfolios show evidence of personalised goals, reflection and teacher feedback.</li> <li>● Students are able to articulate what their learning goals are, how they were chose, what they will do/have done to achieve goals and show evidence of progress made.</li> <li>● Feedback from learning walks shows evidence of the types and regularity of feedback.</li> <li>● Students are able to confidently and competently share their learning journey with parents and carers at 'end of unit shares' and Student Led Conferences.</li> <li>● Data walls (year level spreadsheets) show the collection of student data and meeting minutes show evidence of how data will be shared with students for the purpose of goal setting.</li> <li>● School staff survey - Teaching &amp; Learning: Evaluation and Practice Improvement</li> <li>● Attitudes to School Survey - student voice and agency, differentiated learning challenge, self regulation and goal setting.</li> </ul>

- Teachers lead initiatives to engage students in deconstructing learning tasks and assessment criteria, enabling them to assess their current knowledge, gain deeper understanding of new content, and monitor learning progress

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise end of term focus groups with students, including the highly able and those with disabilities and/ or additional needs, to gather feedback on the school multi tiered response model so that this can be modified for greater impact.		<input type="checkbox"/> PLP Priority		<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
Learning specialists provide coaching and mentoring to support the differentiated needs of teachers to provide feedback to students and develop student agency/ use class data to plan for student needs.		<input type="checkbox"/> PLP Priority		<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

<p>Provide professional learning and opportunities for staff to share practice related to the HITS- feedback, worked examples, differentiation, goals setting.</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Schedule learning walks to observe staff practice and collect data on student experiences of feedback, assessment and differentiation. (one CRT day per week for 8 weeks each term).</p>		<p><input type="checkbox"/> PLP Priority</p>		<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>