

# 2022 Annual Implementation Plan

## for improving student outcomes

Aberfeldie Primary School (4220)



# Aberfeldie Primary School

Submitted for review by Nathan Gage (School Principal) on 28 February, 2022 at 09:12 PM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 29 March, 2022 at 08:04 AM  
Endorsed by Trent Danaher (School Council President) on 12 April, 2022 at 02:37 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.	

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	Despite making significant improvement and growth in a range of the areas aligned to FISO 2.0, following the self-evaluation it was clear that we have work to do. However, we also believe that, through the self-evaluation we can identify a range of foundations that have been put into place that will support our work for 2022 - things such as the improved assessment schedule and investment into ML structures and learning. With Embedding featuring through all but one of the FISO Core Elements. The investment in to the TLI and and the student at risk register, including time and research into evidence based practices to support studnets contributed heavily to us working in the embedding stage.
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<b>Considerations for 2022</b>	<p>Embed self-awareness and intellectual engagement by ensuring that learning is visible and teachers and students understand point of need.</p> <p>Develop a whole school approach to social and emotional wellbeing by building on positive wellbeing data and capturing a model that best represents our community</p> <p>Build practice excellence by building collaborative practices that focus on the craft of teaching.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></p> <p>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.</p>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>To improve the learning outcomes of every student in literacy and numeracy.</p>
<b>Target 2.1</b>	<p>By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3.in:</p> <ul style="list-style-type: none"> <li>• reading from 59% (2019) to 70% (2024)</li> <li>• writing from 69% (2019) to 75% (2024)</li> <li>• numeracy from 38% (2019) to 55% (2024)</li> </ul> <p>Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 53% (2019) to 60% (2024)</li> <li>• writing from 39% (2019) to 45% (2024)</li> <li>• numeracy from 51% (2019) to 55% (2024)</li> </ul>

<p><b>Target 2.2</b></p>	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none"> <li>• reading and viewing from 49% (2019) to 55% (2024)</li> <li>• writing from 27% (2019) to 35% (2024)</li> <li>• number and algebra from 44% (2019) to 52% (2024)</li> </ul> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 7% (2019) to 4% (2024)</li> <li>• writing from 9% (2019) to 5% (2024)</li> <li>• number and algebra from 8% (2019) to 4% (2024)</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)</p>
<p><b>Target 2.4</b></p>	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> <li>• understand curriculum from 79% (2019) to 85% (2024)</li> <li>• understand formative assessment from 79% (2019) to 85% (2024)</li> </ul> <p>module Teaching and Learning -Evaluation:</p>

	<ul style="list-style-type: none"> <li>• monitor effectiveness using data from 74% (2019) to 80% (2024)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build practice excellence in numeracy and literacy
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed whole-school practices to evaluate the impact of teaching on learning
<b>Key Improvement Strategy 2.d</b> Instructional and shared leadership	Further develop middle level instructional leadership
<b>Goal 3</b>	To increase student engagement in their learning.
<b>Target 3.1</b>	<p>By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 75% (2024)</li> <li>• Effort from 88% (2019) to 90% (2024) tbc</li> <li>• Teacher concern from 76% (2019) to 80% (2024)</li> </ul>
<b>Target 3.2</b>	<p>By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 82% (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher communication from 54% (2019) to 68% (2024)</li> <li>• Effective teaching from 73% (2019) to 85% (2024)</li> </ul>
<b>Target 3.3</b>	<p>By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Promoting student ownership of learning goals from 84% (2019) to 85% (2024)</li> <li>• Parent and community involvement from 78% (2019) to 85% (2024)</li> <li>• Use student feedback to improve practice from 68% (2019) to 75% (2024)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Building teacher capability to activate student voice and agency within the classroom
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Create opportunities for student voice and agency in their learning
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Embed intellectual engagement and self-awareness
<b>Key Improvement Strategy 3.d</b> Parents and carers as partners	Develop parents and carers as partners in learning
<b>Goal 4</b>	To improve the social and emotional wellbeing of students



<b>Target 4.1</b>	<p>By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 84% (2019) to 89% (2024)</li> <li>• Resilience from 82% (2019) to 86% (2024)</li> </ul> <p>School safety:</p> <ul style="list-style-type: none"> <li>• Respect for diversity from 83% (2019) to 88% (2024)</li> <li>• Teacher concern from 76% (2019) to 88% (2024)</li> <li>• managing bullying from 84% (2019) to 88% (2024)</li> </ul>
<b>Target 4.2</b>	<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 81% (2019) to 88% (2024)</li> <li>• Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)</li> </ul>
<b>Target 4.3</b>	<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Strengthen the health and wellbeing of students
<b>Key Improvement Strategy 4.b</b>	Develop and embed a whole-school approach to social and emotional wellbeing

Health and wellbeing	
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>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.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>- ALL students deemed capable to make at least 6 months growth for READING, WRITING and MATHEMATICS by the completion of Semester 1.</li> <li>- ALL students to have made required 6 months growth in F&amp;P benchmarking level each semester.</li> <li>- ALL students deemed to have been impacted by COVID-19 to exceed minimum growth expectations in all teacher judgements for; READING, WRITING and MATHEMATICS as measured by teacher judgement and PAT.</li> </ul>
<p>To improve the learning outcomes of every student in literacy and numeracy.</p>	Yes	<p>By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3.in:</p> <ul style="list-style-type: none"> <li>• reading from 59% (2019) to 70% (2024)</li> <li>• writing from 69% (2019) to 75% (2024)</li> <li>• numeracy from 38% (2019) to 55% (2024)</li> </ul>	<p>Yr3 Top 2 Bands:</p> <ul style="list-style-type: none"> <li>- Reading 67% (65% 2021)</li> <li>- Writing 65% (55% 2021)</li> <li>- Numeracy 55% (57% 2021)</li> </ul> <p>Yr5 Top 2 Bands:</p> <ul style="list-style-type: none"> <li>- Reading 50% (33% 2021)</li> <li>- Writing 32% (11% 2021)</li> <li>- Numeracy 45% (22% 2021)</li> </ul>

		<p>Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 53% (2019) to 60% (2024)</li> <li>• writing from 39% (2019) to 45% (2024)</li> <li>• numeracy from 51% (2019) to 55% (2024)</li> </ul>	
		<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none"> <li>• reading and viewing from 49% (2019) to 55% (2024)</li> <li>• writing from 27% (2019) to 35% (2024)</li> <li>• number and algebra from 44% (2019) to 52% (2024)</li> </ul> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 7% (2019) to 4% (2024)</li> <li>• writing from 9% (2019) to 5% (2024)</li> <li>• number and algebra from 8% (2019) to 4% (2024)</li> </ul>	<p>Above Expected Level:  Reading and viewing 55% (52% 2021)  Writing 35% (30% 2021)  Number and algebra 40% (32% 2021)</p> <p>Below Expected Level:  Reading and viewing 5% (6% 2021)  Writing 4% (4% 2021)  Number and algebra 7% (9% 2021)</p>
		<p>By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)</p>	<p>Below expected growth in Victorian Curriculum Teacher Judgement  6% (subject to change JAN)</p>

		<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> <li>• understand curriculum from 79% (2019) to 85% (2024)</li> <li>• understand formative assessment from 79% (2019) to 85% (2024)</li> </ul> <p>module Teaching and Learning -Evaluation:</p> <ul style="list-style-type: none"> <li>• monitor effectiveness using data from 74% (2019) to 80% (2024)</li> </ul>	<p>School Staff Survey (SSS):</p> <p>Module Leadership – Instructional leadership from 65%</p> <p>Module Teaching and Learning – Planning: - understand curriculum from 80%</p> <p>Module Teaching and Learning – Implementation: understand formative assessment from 80%</p> <p>Module Teaching and Learning – Evaluation: - monitor effectiveness using data from 75%</p>
To increase student engagement in their learning.	Yes	<p>By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 75% (2024)</li> <li>• Effort from 88% (2019) to 90% (2024) tbc</li> <li>• Teacher concern from 76% (2019) to 80% (2024)</li> </ul>	<p>Student voice and agency 70% (63% 2021) Effort 85% (78% 2021) Teacher concern 75% (70%)</p>
		<p>By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors:</p>	<p>Student voice and agency 70% Student motivation &amp; support 75%</p>

		<ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 82% (2024)</li> <li>• Teacher communication from 54% (2019) to 68% (2024)</li> <li>• Effective teaching from 73% (2019) to 85% (2024)</li> </ul>	<p>Teacher communication 60% Effective teaching from 75%</p>
		<p>By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Promoting student ownership of learning goals from 84% (2019) to 85% (2024)</li> <li>• Parent and community involvement from 78% (2019) to 85% (2024)</li> <li>• Use student feedback to improve practice from 68% (2019) to 75% (2024)</li> </ul>	<p>Promoting student ownership of learning goals from 85% Parent and community involvement from 80% Use student feedback to improve practice from 70%</p>
To improve the social and emotional wellbeing of students	Yes	<p>By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 84% (2019) to 89% (2024)</li> <li>• Resilience from 82% (2019) to 86% (2024)</li> </ul> <p>School safety:</p> <ul style="list-style-type: none"> <li>• Respect for diversity from 83% (2019) to 88% (2024)</li> <li>• Teacher concern from 76% (2019) to 88% (2024)</li> </ul>	<p>Sense of confidence 85% (79% 2021) Resilience (TBC) Respect for diversity 86% (78% 2021) Teacher concern 80% (70% 2021) managing bullying 85% (79% 2021)</p>

		<ul style="list-style-type: none"> <li>managing bullying from 84% (2019) to 88% (2024)</li> </ul>	
		<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> <li>Trust in students and parents from 81% (2019) to 88% (2024)</li> <li>Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)</li> </ul>	<p>**</p> <p>Trust in students and parents 88%</p> <p>Support growth and learning of whole child 85%</p>
		<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>	TBC

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>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.</p>
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>ALL students deemed capable to make at least 6 months growth for READING, WRITING and MATHEMATICS by the completion of Semester 1.</li> <li>ALL students to have made required 6 months growth in F&amp;P benchmarking level each semester.</li> </ul>

	- ALL students deemed to have been impacted by COVID-19 to exceed minimum growth expectations in all teacher judgements for; READING, WRITING and MATHEMATICS as measured by teacher judgement and PAT.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<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	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please 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.	
<b>Goal 2</b>	To improve the learning outcomes of every student in literacy and numeracy.	
<b>12 Month Target 2.1</b>	Yr3 Top 2 Bands: - Reading 67% (65% 2021) - Writing 65% (55% 2021) - Numeracy 55% (57% 2021) Yr5 Top 2 Bands: - Reading 50% (33% 2021) - Writing 32% (11% 2021) - Numeracy 45% (22% 2021)	
<b>12 Month Target 2.2</b>	Above Expected Level: Reading and viewing 55% (52% 2021) Writing 35% (30% 2021) Number and algebra 40% (32% 2021)	



	Below Expected Level: Reading and viewing 5% (6% 2021) Writing 4% (4% 2021) Number and algebra 7% (9% 2021)	
<b>12 Month Target 2.3</b>	Below expected growth in Victorian Curriculum Teacher Judgement 6% (subject to change JAN)	
<b>12 Month Target 2.4</b>	School Staff Survey (SSS):  Module Leadership – Instructional leadership from 65%  Module Teaching and Learning – Planning: - understand curriculum from 80% Module Teaching and Learning – Implementation: understand formative assessment from 80% Module Teaching and Learning – Evaluation: - monitor effectiveness using data from 75%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build practice excellence in numeracy and literacy	Yes
<b>KIS 2</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment	No
<b>KIS 3</b> Evaluating impact on learning	Embed whole-school practices to evaluate the impact of teaching on learning	No
<b>KIS 4</b> Instructional and shared leadership	Further develop middle level instructional leadership	No

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.	We have chosen to select the above KIS aligned to this goal, as they are all inextricably linked. Our self-evaluation, school review and ongoing curriculum audits have identified opportunities for learning across all of the above area. It has been determined that to generate the improvement required to have sustainable impact on student learning, significant work is to be conducted on building practice excellence in literacy and numeracy by: embedding a clear school wide instructional model for literacy and numeracy and establishing the supports and systems to enhance teacher practice.	
<b>Goal 3</b>	To increase student engagement in their learning.	
<b>12 Month Target 3.1</b>	Student voice and agency 70% (63% 2021) Effort 85% (78% 2021) Teacher concern 75% (70%)	
<b>12 Month Target 3.2</b>	Student voice and agency 70% Student motivation & support 75% Teacher communication 60% Effective teaching from 75%	
<b>12 Month Target 3.3</b>	Promoting student ownership of learning goals from 85% Parent and community involvement from 80% Use student feedback to improve practice from 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	Building teacher capability to activate student voice and agency within the classroom	No
<b>KIS 2</b> Intellectual engagement and self-awareness	Create opportunities for student voice and agency in their learning	No
<b>KIS 3</b>	Embed intellectual engagement and self-awareness	Yes

Intellectual engagement and self-awareness		
<b>KIS 4</b> Parents and carers as partners	Develop parents and carers as partners in learning	No
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.	The above KIS has been selected because of how it links directly with the KIS in Goal 2. We are determined to continue our work to develop teacher capacity to embed student intellectual engagement and self-awareness. This KIS will be aligned to and will be influenced by the work that is conducted for Goal 2, with student engagement being critical for the improvement in literacy and numeracy outcomes. From our work through the self-evaluation, review and ongoing audits, we have identified room for improvement and opportunities to amplify this work to ensure that our students are also authentically committed to improving their learning.	
<b>Goal 4</b>	To improve the social and emotional wellbeing of students	
<b>12 Month Target 4.1</b>	Sense of confidence 85% (79% 2021) Resilience (TBC) Respect for diversity 86% (78% 2021) Teacher concern 80% (70% 2021) managing bullying 85% (79% 2021)	
<b>12 Month Target 4.2</b>	** Trust in students and parents 88% Support growth and learning of whole child 85%	
<b>12 Month Target 4.3</b>	TBC	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Strengthen the health and wellbeing of students	No
<b>KIS 2</b>	Develop and embed a whole-school approach to social and emotional wellbeing	Yes

Health and wellbeing		
<b>KIS 3</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion	No
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.	Whilst this goal is aligned to an identified strength of APS, the embedding of our practices will be extremely important for 2022. This above KIS have been chosen to, again, contribute and support all of the other goals. The establishment of our social and emotional wellbeing culture and practices at APS will ensure that we maintain our strong impact on the wellbeing of our community.	

## 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>	<ul style="list-style-type: none"> <li>- ALL students deemed capable to make at least 6 months growth for READING, WRITING and MATHEMATICS by the completion of Semester 1.</li> <li>- ALL students to have made required 6 months growth in F&amp;P benchmarking level each semester.</li> <li>- ALL students deemed to have been impacted by COVID-19 to exceed minimum growth expectations in all teacher judgements for; READING, WRITING and MATHEMATICS as measured by teacher judgement and PAT.</li> </ul>
<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>	Continue to enhance the impact of the TLI and expand the targeted intervention to Writing and Mathematics Establish more impactful and evidence based approaches to the teaching and learning of Mathematics, including investing in resources that will build the capacity of teachers.
<b>Outcomes</b>	<p>STUDENTS will (with renewed emphasis on Mathematics):</p> <ul style="list-style-type: none"> <li>Discuss their deep understanding of learning goals (where they are and where they are going)</li> <li>Demonstrate high quality independent and collaborative learning capabilities</li> <li>Spend more time on task and engaged in authentic learning experiences</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>Demonstrate higher levels of data literacy</li> <li>Describe their impact on learning</li> <li>Discuss practice and T&amp;L of Mathematics</li> <li>Demonstrate a deeper knowledge of the link between teaching and learning</li> <li>Increased capacity to utilise curriculum to effectively plan evidence based scopes of learning for Mathematics</li> <li>Align LI, SC, learning experience and teaching practices</li> <li>Increased confidence in monitoring and supporting student achievement and growth</li> </ul>

	<p>LEADERS will support the development of;</p> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Culture of collaboration for improvement</li> <li>Evaluating impact on learning</li> <li>Strategic resource management</li> <li>Curriculum planning and assessment</li> </ul>			
<b>Success Indicators</b>	<p>The needs of all students will be addressed in Reading, Writing and Mathematics. That is, students will all have learning targeted at their point of need and the level of support they require will be provisioned - both within the classroom and through TLI. Documented learning programs will demonstrate high levels of differentiation. Assessment schedules will be refined to include more in depth numeracy data.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Continue to refine and enhance the approach to the APS TLI.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$70,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Investigate, design and implement comprehensive differentiated approach to Mathematics teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>- Enhancing assessment practices and data literacy for P-6. Such as use of PAT Maths and Maths Pathway.</li> <li>- Explore evidence based platforms to support for high level differentiation and targeted teaching for Year 5/6, such as the use of Maths Pathway, to address complex differentiation needs of our</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$12,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

<p>senior students and enhance focus on numeracy. - Explore approach to identify and provide targeted intervention for students in mathematics.</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><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Continue to record, identify and initiate the necessary wellbeing supports to students and families.  APS Handbook - in particular the section Learning Environment, to create and then continue to have, a safe and supportive working/learning environment.  Learning Sprint &amp; Learning to Learn - routines and structures for learning in a Calm and Orderly environment.  Access support from SSS Network (Student Support Services) as required for students, teachers and families.  RRRR Professional Learning to upskill staff in identifying vulnerable students and possible actions and supports/resources to assist them.</p>			
<p><b>Outcomes</b></p>	<p><b>STUDENTS will:</b>  be able to identify their emotions and self monitor  develop their resilience to respond to or seek help when they are not coping  seek help from trusted adults  be aware of self and others' emotions and respond appropriately</p> <p><b>TEACHERS will:</b>  identify students wellbeing and/or mental health  seek the appropriate level of support required for the student  develop strategies to support students who require support</p> <p><b>LEADERS will:</b>  Provide Professional Learning for staff  model evidence based social and emotional strategies and behaviours for staff and students</p>			

	Seek support from SSS Network, DET or other allied health professionals			
<b>Success Indicators</b>	Students and families who need additional support will be identified and provided with appropriate support. Engaging the resources and expertise of SSS (Student Support Services) Network (HAWK minutes & SOCS will reflect the type, level of support ad referrals required by the school)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Student at risk register - maintain utilisation and utilisation of the register to monitor and support students at risk and in need of additional support	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent wellbeing support and learning sessions - focus will include topics such as; mindfulness, resilience, supporting the learning from home etc.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items



				will be used which may include DET funded or free items
<p>Staff professional learning centred around building authentic partnerships with parents and carers - session with Sharon Butler This will include ongoing follow up and initiatives such as;</p> <ul style="list-style-type: none"> <li>- Meet the Family sessions, instead of 'Meet the Teacher'</li> <li>- Family engagement in student learning initiatives</li> <li>- Contact and communication in learning</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<b>Goal 2</b>	To improve the learning outcomes of every student in literacy and numeracy.			
<b>12 Month Target 2.1</b>	<p>Yr3 Top 2 Bands:</p> <ul style="list-style-type: none"> <li>- Reading 67% (65% 2021)</li> <li>- Writing 65% (55% 2021)</li> <li>- Numeracy 55% (57% 2021)</li> </ul> <p>Yr5 Top 2 Bands:</p> <ul style="list-style-type: none"> <li>- Reading 50% (33% 2021)</li> <li>- Writing 32% (11% 2021)</li> <li>- Numeracy 45% (22% 2021)</li> </ul>			
<b>12 Month Target 2.2</b>	<p>Above Expected Level:</p> <p>Reading and viewing 55% (52% 2021)</p> <p>Writing 35% (30% 2021)</p> <p>Number and algebra 40% (32% 2021)</p> <p>Below Expected Level:</p>			

	<p>Reading and viewing 5% (6% 2021)  Writing 4% (4% 2021)  Number and algebra 7% (9% 2021)</p>
<b>12 Month Target 2.3</b>	<p>Below expected growth in Victorian Curriculum Teacher Judgement  6% (subject to change JAN)</p>
<b>12 Month Target 2.4</b>	<p>School Staff Survey (SSS):</p> <p>Module Leadership – Instructional leadership from 65%</p> <p>Module Teaching and Learning – Planning:  - understand curriculum from 80%</p> <p>Module Teaching and Learning – Implementation:  understand formative assessment from 80%</p> <p>Module Teaching and Learning – Evaluation:  - monitor effectiveness using data from 75%</p>
<b>KIS 1</b> Building practice excellence	<p>Build practice excellence in numeracy and literacy</p>
<b>Actions</b>	<p>Develop and embed an evidence based whole school instructional model for literacy and numeracy.  Establish rigorous assessment practices for literacy and numeracy and build data literacy of teachers. Including monitoring the impact on learning.  Develop teacher capacity to respond to learner needs through effective differentiation.  Build ML capacity to lead teaching and learning.  Observation, reflection and feedback of teacher practice will be implemented.</p>
<b>Outcomes</b>	<p>STUDENTS will:  Discuss their deep understanding of learning goals (where they are and where they are going)  Demonstrate high quality independent and collaborative learning capabilities  Spend more time on task and engaged in authentic learning experiences</p> <p>TEACHERS will:  Demonstrate practices aligned to the instructional model and T&amp;L handbook  Demonstrate higher levels of data literacy  Describe their impact on learning</p>

	<p>Discuss practice and T&amp;L of Mathematics          Demonstrate a deeper knowledge of the link between teaching and learning          Increased capacity to utilise curriculum to effectively plan evidence based scopes of learning for Mathematics          Align LI, SC, learning experience and teaching practices          Increased confidence in monitoring and supporting student achievement and growth</p> <p>LEADERS will support the development of;          Building practice excellence          Culture of collaboration for improvement          Evaluating impact on learning          Strategic resource management          Curriculum planning and assessment</p>			
<b>Success Indicators</b>	Curriculum audits - curriculum plans, term overviews, learning walk observation notes, weekly classroom planners SPA Data - PATr, TJ etc.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
APS Excellence in Teaching and Learning Handbook - including investment into scheduled PL sessions to support the building of practice excellence	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Practice coaching, modelling and observation systems to be developed and embedded	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	To increase student engagement in their learning.			
<b>12 Month Target 3.1</b>	Student voice and agency 70% (63% 2021) Effort 85% (78% 2021) Teacher concern 75% (70%)			
<b>12 Month Target 3.2</b>	Student voice and agency 70% Student motivation & support 75% Teacher communication 60% Effective teaching from 75%			
<b>12 Month Target 3.3</b>	Promoting student ownership of learning goals from 85% Parent and community involvement from 80% Use student feedback to improve practice from 70%			
<b>KIS 1</b> Intellectual engagement and self-awareness	Embed intellectual engagement and self-awareness			
<b>Actions</b>	Monitor and support the students who require Individual Education Plans Build a culture of learning that ensures that all students are actively engaged in their learning			
<b>Outcomes</b>	STUDENTS will: Demonstrate intellectual engagement through discussion of learning goals			

	<p>Discuss their deep understanding of learning goals (where they are and where they are going)          Demonstrate high quality independent and collaborative learning capabilities          Spend more time on task and engaged in authentic learning experiences</p> <p>TEACHERS will:          Demonstrate practices aligned to the instructional model and T&amp;L handbook          Describe their impact on learning and how they are embedding student voice and agency into classroom          Discussing practice and T&amp;L          Demonstrate a deeper knowledge of the link between teaching and learning          Increased capacity to utilise curriculum to effectively plan evidence based scopes of learning          Align LI, SC, learning experience and teaching practices          Increased confidence in monitoring and supporting student achievement and growth</p> <p>LEADERS discuss their leadership decisions around leading;          Vision, values, culture          Culture of collaboration for improvement          Evaluating impact on learning          Strategic resource management          Curriculum planning and assessment</p>			
<b>Success Indicators</b>	<p>Students will have and be able to articulate learning goals across all curriculum areas.          Teachers will have planned and scheduled conference and small group teaching arrangements to support and extend student learning.          IEPs will be developed and utilised to support and extend students who are working outside of the cohort.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Learning goals and conferences professional learning, planning and practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 4</b>	To improve the social and emotional wellbeing of students			
<b>12 Month Target 4.1</b>	Sense of confidence 85% (79% 2021) Resilience (TBC) Respect for diversity 86% (78% 2021) Teacher concern 80% (70% 2021) managing bullying 85% (79% 2021)			
<b>12 Month Target 4.2</b>	** Trust in students and parents 88% Support growth and learning of whole child 85%			
<b>12 Month Target 4.3</b>	TBC			
<b>KIS 1</b> Health and wellbeing	Develop and embed a whole-school approach to social and emotional wellbeing			
<b>Actions</b>	Begin to draw together the key features of the RRRR resources, Smiling Mind and Be You to construct our whole school model. RRRR- work with Partner school and Region to build understanding before implementing Respectful Relationship curriculum (Unit 7 & 8 in particular). Smiling Minds resources and curriculum to to be delivered to staff semester 1 in preparation for implementation with students semester 2. Utilise Be You tools and resources to identify our learning community needs, develop an action plan and begin the, take action, monitor, review and improve the cycle of implementation. (Refer to Action Team Handbook Primary -Be You)			
<b>Outcomes</b>	STUDENTS will: be able to identify their emotions and will know a range of strategies to respond to how they are feeling develop their resilience to respond or seek help when they are not coping seek help from trusted adults be aware of self and others' emotions and respond appropriately			

	<p>develop an awareness of mindfulness</p> <p>TEACHERS will:  use the Mental Health Continuum and the BELTS observational tool from Be You to identify and seek the most appropriate response required (Tier 1, 2 or 3)  regularly model social, emotional and respectful relationships competencies in their language and interactions with most staff, students and families.  use Smiling Minds/Mindfulness across their day; within the agenda of meetings and in their own classrooms</p> <p>LEADERS will:  build capacity of school staff to deliver the Respectful Relationships curriculum  implement whole school change and support the implementation of the RRRR Lead and Partner school model.  lead staff through the implementation of Smiling Minds  introduce Be You website, resources and tools to assist in the development of a whole school Action Plan for social and emotional wellbeing</p>			
<b>Success Indicators</b>	<p>Students will develop their social and emotional literacy  Students will have mental health tools and strategies for self monitoring or seeking help from adults  Teachers will engage with the wellbeing approaches to support their own wellbeing, this will be evident within meeting agendas and student planners, completing Be You online professional learning.  Baseline Assessment Audit for RRRR</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
RRRR - work with lead school Respectful Relationship wave 3	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Smiling Mind and mindfulness curriculum	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Be You National Initiative for Educators Refer to action Plan	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items





## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,080.00	\$10,500.00	\$580.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$4,500.00	-\$4,500.00
<b>Total</b>	<b>\$11,080.00</b>	<b>\$15,000.00</b>	<b>-\$3,920.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Investigate, design and implement comprehensive differentiated approach to Mathematics teaching and learning. For example: - Enhancing assessment practices and data literacy for P-6. Such as use of PAT Maths and Maths Pathway. - Explore evidence based platforms to support for high level differentiation and targeted teaching for Year 5/6, such as the use of Maths Pathway, to address complex differentiation needs of our senior students and enhance focus on numeracy. - Explore approach to identify and provide targeted intervention for students in mathematics.	\$12,000.00
Student at risk register - maintain utilisation and utilisation of the register to monitor and support students at risk and in need of additional support	\$2,000.00
Parent wellbeing support and learning sessions - focus will include topics such as; mindfulness, resilience, supporting the learning from home etc.	\$5,000.00

Staff professional learning centred around building authentic partnerships with parents and carers - session with Sharon Butler This will include ongoing follow up and initiatives such as; - Meet the Family sessions, instead of 'Meet the Teacher' - Family engagement in student learning initiatives - Contact and communication in learning	\$2,000.00
Learning goals and conferences professional learning, planning and practice	\$1,000.00
RRRR - work with lead school Respectful Relationship wave 3	\$2,000.00
Smiling Mind and mindfulness curriculum	\$3,000.00
Be You National Initiative for Educators Refer to action Plan	\$1,000.00
<b>Totals</b>	\$28,000.00

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Investigate, design and implement comprehensive differentiated approach to Mathematics teaching and learning. For example: - Enhancing assessment practices and data literacy for P-6. Such as use of PAT Maths and Maths Pathway. - Explore evidence based platforms to support for high level differentiation and targeted teaching for Year 5/6, such as the	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

use of Maths Pathway, to address complex differentiation needs of our senior students and enhance focus on numeracy. - Explore approach to identify and provide targeted intervention for students in mathematics.			
Student at risk register - maintain utilisation and utilisation of the register to monitor and support students at risk and in need of additional support	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing
Parent wellbeing support and learning sessions - focus will include topics such as; mindfulness, resilience, supporting the learning from home etc.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Staff professional learning centred around building authentic partnerships with parents and carers - session with Sharon Butler This will include ongoing follow up and initiatives such as; - Meet the Family sessions, instead of 'Meet the Teacher' - Family engagement in student learning initiatives - Contact and communication in learning	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Learning goals and conferences professional learning, planning and practice	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
RRRR - work with lead school Respectful Relationship wave 3	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Smiling Mind and mindfulness curriculum	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Be You National Initiative for Educators Refer to action Plan	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$10,500.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Student at risk register - maintain utilisation and utilisation of the register to monitor and support students at risk and in need of additional support	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
Parent wellbeing support and learning sessions - focus will	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health

include topics such as; mindfulness, resilience, supporting the learning from home etc.	to: Term 4		
RRRR - work with lead school Respectful Relationship wave 3	from: Term 1 to: Term 4	\$1,000.00	
Smiling Mind and mindfulness curriculum	from: Term 2 to: Term 4	\$1,000.00	
Be You National Initiative for Educators Refer to action Plan	from: Term 1 to: Term 4	\$1,000.00	
<b>Totals</b>		\$4,500.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
<p>Investigate, design and implement comprehensive differentiated approach to Mathematics teaching and learning. For example:</p> <ul style="list-style-type: none"> <li>- Enhancing assessment practices and data literacy for P-6. Such as use of PAT Maths and Maths Pathway.</li> <li>- Explore evidence based platforms to support for high level differentiation and targeted teaching for Year 5/6, such as the use of Maths Pathway, to address complex differentiation needs of our senior students and enhance focus on numeracy.</li> <li>- Explore approach to identify and provide targeted intervention for students in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Maths Pathways consultant/coach</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>APS Excellence in Teaching and Learning Handbook - including investment into scheduled PL sessions to support the building of practice excellence</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>



					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Practice coaching, modelling and observation systems to be developed and embedded	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning goals and conferences professional learning, planning and practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Toolkits <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
RRRR - work with lead school Respectful Relationship wave 3	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Smiling Mind and mindfulness curriculum	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Smiling Mind	<input checked="" type="checkbox"/> On-site

Be You National Initiative for Educators Refer to action Plan	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources BeYou	<input checked="" type="checkbox"/> On-site
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