

2022 Annual Implementation Plan

for improving student outcomes

The Patch Primary School (5173)



Submitted for review by Debra Herrmann (School Principal) on 23 November, 2021 at 04:34 PM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 25 November, 2021 at 02:16 PM

Endorsed by Ange Ellis (School Council President) on 07 April, 2022 at 12:45 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p>Enter your reflective comments</p>	<p>2021 has continued to reinforce the direct line of sight from the SSP, AIP to PDP. We constantly review our policies to meet the needs of students, staff and the community. We have connected learning at home to school, particularly through the Pandemic and Storms, via remote learning and onsite learning. Individual students and families, that have been identified, have had access to a range of resources and activities. Staff wellbeing is of key importance to facilitate a safe, inclusive work environment. Student voice is a strength of The Patch PS. We will continue our journey to ensure student agency is used to build upon the current structures within the school and to clearly articulate and communicate this to all stakeholders. Our focus this year has been on developing a systematic professional learning schedule that has supported the goals of our AIP for 2021. In 2021 consolidation of our School Improvement Team and Leadership Team has allowed for a greater focus on our new strategic plan initiatives. In 2021 there has been a clear, concise direction and plan for meetings focused on research, data and improvement. This was developed to align the direction of the school against its targets.</p>
<p>Considerations for 2022</p>	<p>We have reflected on our student achievement and will continue to reflect on our communication process to the school community. This will include a process of rebranding and marketing the school, reviewing our vision, values and goals in 2022. Our focus in 2022 will be to continue to develop and review our commitment to the 'Berry Street Model', 'Respectful Relationships', Physical Education and Health, and community wellbeing programs and room. The school will continue to have an approach of unconditional positive regard within the school and its community. In 2022 we will continue to use our knowledge gained from PLC's to develop, refine and target improvement areas that will improve student data as well as teacher practice. We will continue with a distributed leadership approach, with an expectation of a clear and a collective expectation around individual roles and responsibilities.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</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>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a 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>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve the achievement and learning growth of every student, particularly in numeracy and literacy.</p>
Target 2.1	<p>NAPLAN benchmark growth</p> <p>By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth:</p> <ul style="list-style-type: none"> ● Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) ● Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).

<p>Target 2.2</p>	<p>NAPLAN Year 3 & 5 students performing in the top two bands</p> <p>By 2024, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 76 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 68 or above (from benchmark of 47 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 52 or above (from benchmark of 41 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). <p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 74 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 34 or above (from benchmark of 19 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).
<p>Target 2.3</p>	<p>Learning growth using teacher judgements</p> <p>In each year of the SSP, 90 per cent or more of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using teacher judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data.</p>
<p>Target 2.4</p>	<p>Staff opinion</p> <p>By 2024, increase the percentage positive endorsement on the SSS:</p>

	<ul style="list-style-type: none"> • Guaranteed and viable curriculum—from 71 in 2019 to 83 or above • Academic emphasis—from 65 in 2019 to 75 or above • Teacher collaboration—from 72 in 2019 to 80 or above • Instructional leadership—from 57 in 2019 to 70 or above
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed whole school instructional models that include the use of nature-based education for the teaching of Reading, Writing and Numeracy and that integrate the use of HITS, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
Key Improvement Strategy 2.c Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
Key Improvement Strategy 2.d Instructional and shared leadership	Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes
Goal 3	To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware.
Target 3.1	<p>Student opinion as shown in the AToSS</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency—from 56 in 2019 to 75 or above • Stimulated learning—from 65 in 2019 to 80 or above • Effort—from 71 in 2019 to 82 or above

Target 3.2	<p>Parent opinion</p> <p>By 2024 increase the percentage of positive endorsement on the POS:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 79 in 2019 to 85 or above • Student motivation and support from 75 in 2019 to 85 or above • Stimulating learning environment from 76 in 2019 to 85 or above
Key Improvement Strategy 3.a Building practice excellence	Build staff capacity to activate student voice, leadership and learner agency in all settings across the school
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress
Goal 4	To strengthen the social and emotional wellbeing of every student.
Target 4.1	<p>Student opinion as shown in the AToSS.</p> <p>By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:</p> <ul style="list-style-type: none"> • Sense of connectedness—from 76 in 2019 to 85 or above • Classroom behaviour—from 77 in 2019 to 85 or above • Teacher concern—from 68 in 2019 to 80 or above • Resilience—from 68 in 2019 to 80 or above

<p>Target 4.2</p>	<p>Parent opinion</p> <p>By 2024, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—from 65 in 2019 to 75 or above • School improvement—from 72 in 2019 to 85 or above • Parent participation and involvement—from 74 in 2019 to 80 or above
<p>Key Improvement Strategy 4.a Empowering students and building school pride</p>	<p>Embed the whole school approach to social and emotional learning to further develop students' self-regulation, connectedness and resilience</p>
<p>Key Improvement Strategy 4.b Parents and carers as partners</p>	<p>Enhance opportunities for authentic learning partnerships between students, teachers and parents</p>
<p>Key Improvement Strategy 4.c Health and wellbeing</p>	<p>Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement and wellbeing</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.																																																
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To improve the achievement and learning growth of every student, particularly in numeracy and literacy.	No	<p>NAPLAN benchmark growth</p> <p>By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth:</p> <ul style="list-style-type: none"> • Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). 	

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<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>

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.

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Develop data literacy in numeracy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</p> <p>Whole school professional learning on 'Nature Based Learning' (NBL) that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every learning environment.</p>
Outcomes	<p>Leaders will: Provide teachers with resources and professional development to develop data literacy in numeracy. Ensure processes and procedures for teaching numeracy are understood and followed by staff. Build on developing and improving current understanding in NBL instruction. Build staff capacity to activate student voice and learner agency.</p> <p>Teachers will: Confidently and accurately identify student learning needs through use of data – numeracy. Develop and implement the agreed assessment schedule for numeracy. Students in need of targeted support or intervention will have an Individual Education Plan in numeracy. Provide feedback in regards to NBL.</p> <p>Students will: Participate (where identified) in small group interventions. Will be able to identify their learning needs in numeracy. Provide feedback in regards to NBL.</p>
Success Indicators	<p>Leaders: Minutes of meetings, PLC meetings, and evidenced in PDP's and planning. Professional Learning Schedule. Internal and external professional learning and shared readings for staff are documented.</p>

	<p>Survey staff, students and community and provide feedback in NBL.</p> <p>Teachers: PLC minutes, assessment trackers, planning documents, IEP's. Shared professional learning goals are reflected in staff PDPs. Team meeting minutes. Provide feedback in regards to NBL.</p> <p>Students: Individual learning goal recorded in numeracy. Anecdotal observations/conversations. Student Opinion Survey. SRC minutes. Feedback in regard to NBL.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the timetable to ensure curriculum essentials are prioritised in numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year in numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Establish resourcing for individual and tailored support programs in numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Select and Implement strategies from Peter Sullivan – network day in 2021.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise collaboration time in PLCs and share effective NBL strategies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole school professional learning on trauma-informed practice, Berry Street Education Model and Respectful Relationships, Nature Based Learning. Whole school professional learning on NBL that integrates the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom.			
Outcomes	Leaders will: Provide and lead professional learning in trauma informed practices, Respectful Relationships and NBL. Engage with regions and networks to share trauma-informed practices Respectful Relationships and NBL. Build on developing and improving current understanding in NBL. Survey staff, students and community and provide feedback in regards to NBL,			

	<p>Teachers will: Use the 'Berry Street Education' resources to inform their classroom practice and planning. Understand and use consistent language as identified in the 'Berry Street' model. Understand and use 'Respectful Relationship' resources. Understand and implement NBL. Provide feedback in regards to NBL.</p> <p>Students will: Understand and use consistent language from the 'Berry Street' model. Apply strategies from the 'Berry Street' model. Provide feedback in regards to NBL.</p>			
<p>Success Indicators</p>	<p>Leaders: Documentation of frameworks, policies or programs. Internal and external professional learning and shared readings for staff are documented. Resources are provided to support NBL. Survey staff, students and community and provide feedback in NBL.</p> <p>Teachers: Shared professional learning goals are reflected in staff PDPs. Planning documents, timetables, team meeting minutes. Use of 'Berry Street' checklist for Body and Relationships. Shared professional learning goals are reflected in staff PDPs. Provide feedback in regards to NBL.</p> <p>Students: Student Opinion Survey. SRC minutes. Anecdotal observations. Feedback in regards to NBL.</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$5,000.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" 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
Consolidation of curriculum resources to reflect trauma informed practice, 'The Berry Street Education Model' and Nature Based Learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing team members contribute to curriculum unit development team meetings and Nature-Based Learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Expand community understanding of Nature-Based Learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,662.00	\$12,662.00	\$0.00
Disability Inclusion Tier 2 Funding	\$125,795.00	\$125,795.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$138,457.00	\$138,457.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish resourcing for individual and tailored support programs in numeracy.	\$20,000.00
Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.	\$5,000.00
Totals	\$25,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish resourcing for individual and tailored support programs in numeracy.	from: Term 1 to: Term 4	\$12,662.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$12,662.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish resourcing for individual and tailored support programs in numeracy.	from: Term 1 to: Term 4	\$7,338.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.	from: Term 1 to: Term 4	\$5,000.00	
Totals		\$12,338.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Plan for and schedule professional learning, in trauma informed practices, 'Respectful Relationships' including subsequent sessions to determine impact and review actions.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Respectful Relationships <li style="padding-left: 20px;">Respectful Relationships
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	\$138,457.00
Totals	\$138,457.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4	\$113,457.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff • Inclusion Leader • Learning Specialist <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend Profile meetings)
Totals		\$113,457.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Expending all funds on staffing, PL and CRT's to support Tier 2 students and identified Tutoring students (TLI)	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health <p style="text-align: center;">This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Respectful Relationships RRespectful relationships PL resources
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year in numeracy.	<input checked="" type="checkbox"/> Leadership Team <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Select and Implement strategies from Peter Sullivan – network day in 2021.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Prioritise collaboration time in PLCs and share effective NBL strategies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, in trauma informed practices,	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>'Respectful Relationships' including subsequent sessions to determine impact and review actions.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Departmental resources Respectful Relationships Resources <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</p>	
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