

# **2022 Annual Implementation Plan**

## **for improving student outcomes**

St Leonards Primary School (0866)



**We are respectful, responsible, safe learners**  
Phone: (03) 5257 1460 • [www.stleonardsps.vic.edu.au](http://www.stleonardsps.vic.edu.au)

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

# Self-evaluation Summary - 2022

St Leonards Primary School (0866)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	PLC culture is high (Staff Opinion Survey and Strategic review) Rigorous PLC schedule addressing priorities Learning walks, peer observations, coaching Reflection and feedback Co- created and shared Google Team drive for resources and documentation
	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	Embedding	See School Review Report 2021
	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	Embedding	See School Review Report 2021 (uploaded in Assessment)
	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	Embedding	See School Review Report 2021
	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	School assessment in this domain is Embedding moving to Excelling See School Review Report 2021
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>The School Review in Nov 2021 enabled SLPS to deeply reflect and assess, affirm and take pride in achievements and progress over recent years and celebrate.</p> <p>Terms of Reference (ToR) Questions and recommendations from the Review Panel were as follows:  ToR Focus Question 1: What evidence is there that student agency, goal setting and differentiated learning are contributing to Literacy and Numeracy improvements?  The Panel reached the view that the current practices in goal setting, student agency and differentiation were contributing to improvement in literacy and numeracy particularly with students in Prep–Year 3. More consistency was required in embedding these practices at the 4–6 level.</p> <p>ToR Focus Question 2: To what extent are wellbeing and student engagement connected in Teaching and Learning?  The Panel agreed that the school's work in this area was comprehensive and effective with a whole school approach to wellbeing that connected the students to their classrooms and learning.</p> <p>ToR Focus Question 3: To what extent are the instructional model, data and feedback used consistently across the school?  The Panel concluded that the school was improving its teaching and learning environment and teacher feedback and collaboration processes through the PLC/PLTs. The next step in the improvement cycle requires clarity and consistency on the use of the instructional model, embedding of the new data practices being employed and formalising feedback processes, teacher to student and student to teacher.</p> <p>The School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• numeracy</li> <li>• implementing a consistent instructional model</li> <li>• feedback from students to teachers.</li> </ul>
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	<ul style="list-style-type: none"> <li>• extending all students</li> <li>• data literacy</li> <li>• differentiation.</li> </ul>
<b>Considerations for 2022</b>	<p>From 2022-25 St Leonards Primary School will focus on improving learning outcomes, particularly in Mathematics. The school will also focus on improving student self-worth, engagement and purpose through further activation of voice and agency, high expectations for all and continuing to consolidate high level wellbeing and inclusion.</p> <p>In 2022 the school will adopt the Education Victoria AIP focus recommendations as the COVID pandemic continues. These goals fit with the Strategic Plan recommendations. The school will review instructional models, particularly in literacy. A focus on Mathematics will commence in Semester 2 with intense professional learning. It is anticipated that this focus will continue across the 4 years</p> <p>The focus on student self-worth, engagement and purpose and high expectations for all will also continue across the 4 years. The focus in 2022 will be on implementing Disability Inclusion, differentiation, and consolidating a tiered support system, as well as continued learning and activation of voice and agency.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<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>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</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>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve learning outcomes for all students.
<b>Target 2.1</b>	<p>By 2025, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading—increase from 65.6% (2017-19) to 70%</li> <li>• Writing—increase from 64.6% (2017-19) to 68%</li> <li>• Numeracy—increase from 62.4% (2017-19) to 67%</li> </ul>
<b>Target 2.2</b>	<p>By 2025, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading—to increase from 24% (2017-19) to 29%</li> <li>• Writing—to increase from 11% (2017-19) to 16%</li> </ul>

	<ul style="list-style-type: none"> <li>Numeracy—to increase from 8% (2017-19) to 13%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Review implementation of instructional models and include mathematics.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to differentiate the curriculum and to extend all students
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop teacher capacity to implement a student-centred approach to mathematics.
<b>Goal 3</b>	To improve self-worth, engagement and purpose for each student.
<b>Target 3.1</b>	By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase: <ul style="list-style-type: none"> <li>Stimulated learning from 78% (2021) to 83%</li> </ul>
<b>Target 3.2</b>	By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase: <ul style="list-style-type: none"> <li>Student voice and agency from 67% (2021) to 72%</li> </ul>
<b>Target 3.3</b>	By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 24%
<b>Key Improvement Strategy 3.a</b>	Use student perception and engagement data to embed student voice and agency in learning and leadership.

Evaluating impact on learning	
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Provide learning opportunities that enable students to have high expectations and take action in their own learning.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Develop processes to formalise responsive, tiered approaches to support learning, wellbeing and inclusion.



## 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.
<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.	Yes	Support for the 2022 Priorities	By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in: Reading—increase from 65.6% (2017-19) to 68% Writing—increase from 64.6% (2017-19) to 66% Numeracy—increase from 62.4% (2017-19) to 65%  By 2023, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in: Reading—to increase from 24% (2017-19) to 26% Writing—to increase from 11% (2017-19) to 13% Numeracy—to increase from 8% (2017-19) to 10%
To improve learning outcomes for all students.	No	By 2025, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in: <ul style="list-style-type: none"> <li>• Reading—increase from 65.6% (2017-19) to 70%</li> <li>• Writing—increase from 64.6% (2017-19) to 68%</li> </ul>	

		<ul style="list-style-type: none"> <li>Numeracy—increase from 62.4% (2017-19) to 67%</li> </ul>	
		<p>By 2025, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> <li>Reading—to increase from 24% (2017-19) to 29%</li> <li>Writing—to increase from 11% (2017-19) to 16%</li> <li>Numeracy—to increase from 8% (2017-19) to 13%</li> </ul>	
To improve self-worth, engagement and purpose for each student.	Yes	<p>By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:</p> <ul style="list-style-type: none"> <li>Stimulated learning from 78% (2021) to 83%</li> </ul>	<p>By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:</p> <p>Stimulated learning from 78% (2021) to 80%</p>
		<p>By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:</p> <ul style="list-style-type: none"> <li>Student voice and agency from 67% (2021) to 72%</li> </ul>	<p>By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:</p> <p>Student voice and agency from 67% (2021) to 69%</p>
		<p>By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 24%</p>	<p>By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 25%</p>

<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>12 Month Target 1.1</b>	<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in:</p> <p>Reading—increase from 65.6% (2017-19) to 68%</p> <p>Writing—increase from 64.6% (2017-19) to 66%</p> <p>Numeracy—increase from 62.4% (2017-19) to 65%</p> <p>By 2023, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <p>Reading—to increase from 24% (2017-19) to 26%</p> <p>Writing—to increase from 11% (2017-19) to 13%</p> <p>Numeracy—to increase from 8% (2017-19) to 10%</p>	
<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 self-worth, engagement and purpose for each student.	
<b>12 Month Target 2.1</b>	By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:  Stimulated learning from 78% (2021) to 80%	
<b>12 Month Target 2.2</b>	By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:  Student voice and agency from 67% (2021) to 69%	
<b>12 Month Target 2.3</b>	By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 25%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Use student perception and engagement data to embed student voice and agency in learning and leadership.	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Provide learning opportunities that enable students to have high expectations and take action in their own learning.	Yes
<b>KIS 3</b> Empowering students and building school pride	Develop processes to formalise responsive, tiered approaches to support learning, wellbeing and 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.	KIS 2a and b are based on the school's recent review report and are part of the new strategic plan goal "To improve self-worth, engagement and purpose for all students" KIS2.c will be absorbed by the 2022 Priorities Goal	



## 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>	By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in: Reading—increase from 65.6% (2017-19) to 68% Writing—increase from 64.6% (2017-19) to 66% Numeracy—increase from 62.4% (2017-19) to 65%  By 2023, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in: Reading—to increase from 24% (2017-19) to 26% Writing—to increase from 11% (2017-19) to 13% Numeracy—to increase from 8% (2017-19) to 10%
<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>	Plan, implement and monitor the TLI initiative coupled with our intensive support program  Review implementation of instructional models in literacy  Plan teacher professional learning opportunities in literacy and mathematics including use of data and assessment and reporting
<b>Outcomes</b>	Students in need of targeted academic support or intervention will be identified and supported  Teachers and leaders will establish intervention/small group tutoring  Students will know what their next steps are to progress their learning  Teachers and support staff will have a consistent understanding of learning priority areas

	Professional learning will enable improved staff capacity Families will engage with mathematics learning focus Story Hubs (literacy) will be launched to the community			
<b>Success Indicators</b>	Data used to identify students for tailored supports and differentiated resources Dynamic reporting assessment data Family engagement with dynamic reporting Practices and changes to pedagogy are visible in classrooms during classroom observations and coaching sessions Updated learning models shared with learning community			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Implement Tutoring program across Grade 1-4	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,000.00  <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

High Ability Practice Leader to lead professional learning for all staff	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <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
Develop PLC schedule and PLT schedule to encompass 2022 priority goals and new strategic plan goals	<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
Review PLT structure and processes and introduce FISO Improvement Cycle Planner. refining practices, data coaches, HITS/Practice Principles Focus on Student Voice Surveys (term1) and Maths Essential Assessment pre and post (term 2)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(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
Use current research, feedback & Peer observation to review literacy models: modify/keep/change?	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" 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
Introduce “Story Hubs” to build on creative writing opportunities throughout the school	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" 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
Mathematics professional learning for all staff - select courses and attendees for Bastow, use materials & readings DET resources, Curriculum Day with Maths expert and visit schools with maths focus (eg Montpelier, Newtown, Winchelsea, Whittington)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$13,000.00  <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
Develop capacity of Maths Leader	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input checked="" 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
Develop instructional model for Maths	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$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
Share mathematics learning strategies and performance of understanding with families	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Introduce Dynamic reporting – based on strong teaching and learning cycle PLTs Term 1 Writing assessment per year level genre, upload to compass Term 2 Writing and Reading F&P results, template to upload to Compass Term 3 writing and maths (EE or our own pre and post) Term 4 Reading, writing , maths Specialists - 1 per semester	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(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 checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Parent information and support to understand and access Parent information night on How to access and comment, suggestions for improvement ( and on Compass newsfeed/website)					<input checked="" 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>	<p>Continue to maintain a strong inclusive school culture through strong leadership and whole of staff commitment</p> <p>Focus on inclusive practice at whole school and in class level</p> <p>Collaborate and engage with parents</p> <p>Implement DET mental health initiatives</p> <p>Connect with regional and external support agencies</p>				
<b>Outcomes</b>	<p>Continue to prioritise wellbeing and inclusion across the whole school community</p> <p>Staff use consistent wellbeing and inclusion routines and procedures</p> <p>Students receive individualised support and monitoring</p> <p>Information relating to all students in need of adjustments is consistently shared and utilised to inform positive transition between year levels and when exiting the school</p> <p>All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents</p> <p>A multi-tiered system of support is in place and whole class inclusive practices enable all students to participate in learning, provide data to inform tier 2 responses and tier 2 data informs tier 3 responses.</p>				

<b>Success Indicators</b>	<p>All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments</p> <p>Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making</p> <p>Assessment data from support groups and progress against Individual Education Plans</p> <p>Curriculum documentation shows plans for differentiation across all subject areas</p> <p>Community involvement and engagement feedback</p> <p>Families understand and engage with specific programs</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Appoint a new Assistant Principal with key role as Disability inclusion coordinator and work with Wellbeing Leader and staff to formulate and clarify roles and responsibilities.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$133,000.00  <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
Assistant Principal to form and participate in Inclusive Classrooms Community of Practice for Barwon Network, and to then train members of staff	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs through PLC sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Build staff capacity and knowledge to develop high quality Individual Education Plans through PLC sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Build staff capacity and knowledge in differentiation in teaching and learning. Create agreed SLPS differentiation practices and evidence in learning in planning documentation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
All staff to participate in professional learning and develop further understanding, skills and practice in Responsive Teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

(Bronwyn Ryrie Jones) including peer observations and learning walks	<input checked="" type="checkbox"/> Principal		to: Term 3	<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
Continue PL on Trauma Informed Practice - Berry Street Educational Model day 4	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,600.00  <input checked="" 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
<b>Goal 2</b>	To improve self-worth, engagement and purpose for each student.			
<b>12 Month Target 2.1</b>	By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase:  Stimulated learning from 78% (2021) to 80%			



<b>12 Month Target 2.2</b>	By 2023, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase: Student voice and agency from 67% (2021) to 69%			
<b>12 Month Target 2.3</b>	By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 25%			
<b>KIS 1</b> Evaluating impact on learning	Use student perception and engagement data to embed student voice and agency in learning and leadership.			
<b>Actions</b>	<p>Activate voice and agency</p> <p>Provide students with learning opportunities based on their own enquiries</p> <p>Continue with focus on Happy Healthy Active Kids</p> <p>Empower students to balance screen time with Green Time</p> <p>Capitalise on community and environment</p>			
<b>Outcomes</b>	<p>Students will experience engaging learning experiences. Students will have a voice in planning learning experiences</p> <p>Students, staff and families will learn more about gardening, sustainability and the environment and associated health benefits.</p> <p>Students, staff and families will keep abreast of the positive and negative aspects of technology and the digital world</p>			
<b>Success Indicators</b>	<p>2022 SLPS Inquiry Planner to address curriculum areas</p> <p>Feedback from students, staff, families and school council will continue to endorse the inquiry approach</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Staff to Co-create planning P-6 for 2022 including: Inquiry learning big questions for term by term learning focus Technology 21C skills creators vs consumers Green time vs screen time - revisit and revise matrix including Walking Curriculum and Kath Murdoch Power of Inquiry	<input checked="" type="checkbox"/> Teacher(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
Continue to develop Kitchen Garden Program which will encompass the "Farm My School" grant and initiative in partnership with Bellarine Community Health over the next 3 years	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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
PLC professional reading, discussion and further steps based on John Marsden's book "Take Risks"	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250.00  <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
Staff to participate in related professional learning eg Farm My School, Inquiry learning, keeping up to date with technology eg EdTech	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <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
Student Leadership Team to form and plan and organise actions across the year.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(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
<b>KIS 2</b> Intellectual engagement and self-awareness	Provide learning opportunities that enable students to have high expectations and take action in their own learning.			
<b>Actions</b>	Increase staff capacity to activate student voice and agency Refine Feedback strategies – student to teacher, student to student, teacher to student			
<b>Outcomes</b>	Students will be able to articulate how they learn and their personal strategies. Feedback will be acted upon to form learning plans and actions			
<b>Success Indicators</b>	Both Qualia and SATSS Surveys show improvement in results particularly in those sectors relating to expectations of self and learning responsibility			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership team continue with Voice and Aspirations PL with Qualia Institute	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Qualia Voice surveys benchmark in Feb, June and Dec. Respond to results as part of inquiry PLT cycle	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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
Voice and Agency Quaglia PL for all staff and implementation across the school on Modules: self-worth, purpose, engagement.	<input checked="" type="checkbox"/> All Staff <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
Students to develop Personal learning tools • striving to be your best academically and personally • to be part of a community without losing your individuality	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$56,000.00	\$0.00	\$56,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$56,000.00</b>	<b>\$0.00</b>	<b>\$56,000.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Use current research, feedback & Peer observation to review literacy models: modify/keep/change?	\$2,000.00
Introduce “Story Hubs” to build on creative writing opportunities throughout the school	\$1,000.00
Develop capacity of Maths Leader	\$2,000.00
Introduce Dynamic reporting – based on strong teaching and learning cycle PLTs Term 1 Writing assessment per year level genre, upload to compass Term 2 Writing and Reading F&P results, template to upload to Compass Term 3 writing and maths (EE or our own pre and post) Term 4 Reading, writing , maths Specialists - 1 per semester Parent information and support to understand and access	\$2,000.00

Parent information night on How to access and comment, suggestions for improvement ( and on Compass newsfeed/website)	
Appoint a new Assistant Principal with key role as Disability inclusion coordinator and work with Wellbeing Leader and staff to formulate and clarify roles and responsibilities.	\$133,000.00
Build staff capacity and knowledge to develop high quality Individual Education Plans through PLC sessions	\$4,000.00
Build staff capacity and knowledge in differentiation in teaching and learning. Create agreed SLPS differentiation practices and evidence in learning in planning documentation.	\$4,000.00
Continue PL on Trauma Informed Practice - Berry Street Educational Model day 4	\$3,600.00
Continue to develop Kitchen Garden Program which will encompass the "Farm My School" grant and initiative in partnership with Bellarine Community Health over the next 3 years	\$2,000.00
<b>Totals</b>	<b>\$153,600.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Use current research, feedback & Peer observation to review literacy models: modify/keep/change?	from: Term 1 to: Term 2		



Introduce “Story Hubs” to build on creative writing opportunities throughout the school	from: Term 1 to: Term 2		
Develop capacity of Maths Leader	from: Term 3 to: Term 4		
Introduce Dynamic reporting – based on strong teaching and learning cycle PLTs Term 1 Writing assessment per year level genre, upload to compass Term 2 Writing and Reading F&P results, template to upload to Compass Term 3 writing and maths (EE or our own pre and post) Term 4 Reading, writing , maths Specialists - 1 per semester Parent information and support to understand and access Parent information night on How to access and comment, suggestions for improvement ( and on Compass newsfeed/website)	from: Term 1 to: Term 4		
Continue PL on Trauma Informed Practice - Berry Street Educational Model day 4	from: Term 1 to: Term 1		
<b>Totals</b>			

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appoint a new Assistant Principal with key role as Disability inclusion coordinator and work with Wellbeing Leader and staff to formulate and clarify roles and responsibilities.	from: Term 1 to: Term 4		
Build staff capacity and knowledge to develop high quality Individual Education Plans through PLC sessions	from: Term 1 to: Term 4		
Build staff capacity and knowledge in differentiation in teaching and learning. Create agreed SLPS differentiation practices and evidence in learning in planning documentation.	from: Term 1 to: Term 4		
<b>Totals</b>			

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

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to develop Kitchen Garden Program which will encompass the "Farm My School" grant and initiative in partnership with Bellarine Community Health over the next 3 years	from: Term 1 to: Term 4		

<b>Totals</b>			
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### Additional Funding Planner – Total Budget

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

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Tutoring program across Grade 1-4	✓ Assistant Principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Moderated assessment of student learning	✓ Timetabled Planning Day	✓ Internal staff	✓ On-site
High Ability Practice Leader to lead professional learning for all staff	✓ Assessment & Reporting Coordinator	from: Term 2 to: Term 4	✓ Collaborative Inquiry/Action Research team	✓ PLC/PLT Meeting	✓ Internal staff	✓ On-site
Develop PLC schedule and PLT schedule to encompass 2022 priority goals and new strategic plan goals	✓ Leadership Team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Use current research, feedback & Peer observation to review literacy models: modify/keep/change?	✓ Leadership Team ✓ Teacher(s)	from: Term 1 to: Term 2	✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection	✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting	✓ Literacy Leaders ✓ High Impact Teaching Strategies (HITS)	✓ On-site
Introduce "Story Hubs" to build on creative writing opportunities throughout the school	✓ Learning Specialist(s) ✓ Teacher(s)	from: Term 1 to: Term 2	✓ Collaborative Inquiry/Action Research team	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Literacy Leaders ✓ External consultants 100 Story Building	✓ On-site

Mathematics professional learning for all staff - select courses and attendees for Bastow, use materials & readings DET resources, Curriculum Day with Maths expert and visit schools with maths focus (eg Montpellier, Newtown, Winchelsea, Whittington)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop capacity of Maths Leader	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Numeracy suite and Bastow webinars <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop instructional model for Maths	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Share mathematics learning strategies and performance of understanding with families	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce Dynamic reporting – based on strong teaching and learning cycle PLTs Term 1 Writing assessment per year level genre, upload to compass	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Term 2 Writing and Reading F&amp;P results, template to upload to Compass</p> <p>Term 3 writing and maths (EE or our own pre and post)</p> <p>Term 4 Reading, writing , maths</p> <p>Specialists - 1 per semester</p> <p>Parent information and support to understand and access</p> <p>Parent information night on How to access and comment, suggestions for improvement ( and on Compass newsfeed/website)</p>						
<p>Assistant Principal to form and participate in Inclusive Classrooms Community of Practice for Barwon Network, and to then train members of staff</p>	<p>✔ Assistant Principal</p>	<p>from: Term 1 to: Term 4</p>	<p>✔ Collaborative Inquiry/Action Research team</p>	<p>✔ Communities of Practice</p>	<p>✔ PLC Initiative</p>	<p>✔ On-site</p>
<p>Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs through PLC sessions</p>	<p>✔ Assistant Principal</p> <p>✔ Student Wellbeing Co-ordinator</p>	<p>from: Term 1 to: Term 4</p>	<p>✔ Planning</p> <p>✔ Formalised PLC/PLTs</p>	<p>✔ Formal School Meeting / Internal Professional Learning Sessions</p> <p>✔ PLC/PLT Meeting</p>	<p>✔ Internal staff</p> <p>✔ Departmental resources</p> <p>Disability Inclusion Resources</p>	<p>✔ On-site</p>
<p>Build staff capacity and knowledge to develop high quality Individual Education</p>	<p>✔ Assistant Principal</p>	<p>from: Term 1</p>	<p>✔ Planning</p> <p>✔ Formalised PLC/PLTs</p>	<p>✔ Formal School Meeting / Internal Professional Learning Sessions</p>	<p>✔ Internal staff</p> <p>✔ Departmental resources</p>	<p>✔ On-site</p>

Plans through PLC sessions	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	to: Term 4			Disability Inclusion Resources	
Build staff capacity and knowledge in differentiation in teaching and learning. Create agreed SLPS differentiation practices and evidence in learning in planning documentation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff to participate in professional learning and develop further understanding, skills and practice in Responsive Teaching (Bronwyn Ryrie Jones) including peer observations and learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue PL on Trauma Informed Practice - Berry Street Educational Model day 4	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street Education	<input checked="" type="checkbox"/> On-site
Staff to Co-create planning P-6 for 2022 including: Inquiry learning big questions for term by term learning focus Technology 21C skills creators vs consumers	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Green time vs screen time - revisit and revise matrix including Walking Curriculum and Kath Murdoch Power of Inquiry						
Continue to develop Kitchen Garden Program which will encompass the "Farm My School" grant and initiative in partnership with Bellarine Community Health over the next 3 years	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bellarine Community Health and project partners	<input checked="" type="checkbox"/> On-site
PLC professional reading, discussion and further steps based on John Marsden's book "Take Risks"	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff to participate in related professional learning eg Farm My School, Inquiry learning, keeping up to date with technology eg EdTech	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants as sourced throughout the year	<input checked="" type="checkbox"/> On-site
Leadership team continue with Voice and Aspirations PL with Qualia Institute	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Quaglia Institute of Voice and Aspirations	<input checked="" type="checkbox"/> On-site



Qualia Voice surveys benchmark in Feb, June and Dec. Respond to results as part of inquiry PLT cycle	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Voice and Agency Quaglia PL for all staff and implementation across the school on Modules: self-worth, purpose, engagement.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site