

# 2023 Annual Implementation Plan

## for improving student outcomes

Stratford Primary School (0596)



Submitted for review by Kate Steele (School Principal) on 19 December, 2022 at 10:11 AM

Endorsed by Craig Felstead (Senior Education Improvement Leader) on 30 January, 2023 at 12:33 PM

Endorsed by Amanda Collins (School Council President) on 21 February, 2023 at 10:32 AM

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
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	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

<b>Support and resources</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>	<p>Stratford Primary continues to have a strong collaborative culture. PLC meetings are prioritised, with staff attending weekly. PLC projects are aimed at meeting goals set in the school SP and AIP.</p> <p>Positive and strong relationships across the school community are highly valued. Stratford Primary School's wellbeing curriculum and approach to student management continue to promote and support positive mental health and resilience.</p> <p>Staff have collaboratively developed the whole school instructional model. This is now in place from Foundation to Year 6, being utilised to deliver both Literacy and Numeracy learning. Staff built capacity in using this model to deliver Readers and Writers Workshop. We have acquitted \$15 000 of our Schools Plus Writing Grant. Working with consultant Paula Heenan,</p>
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	<p>staff have built capacity to deliver writing education Foundation to Year 6. Staff have actively taken part in peer observation. We have developed protocols to ensure consistent practice in the application of High Impact Teaching Strategies - goal setting through clear and specific Learning Intentions and Success Criteria.</p> <p>Staff capacity to collect, analyse and plan using both formative and summative assessment has improved through participation in PLC. This includes analysis and identification of trends in NAPLAN to inform planning in both 2022 and 2023.</p>
<b>Considerations for 2023</b>	<p>Development of a literacy scope and sequence that compliments the Victorian Curriculum Scope and Sequence, providing detail on systematic synthetic phonics, word morphology and etymology sequence of teaching and assessment.</p> <p>Development of a Health and Wellbeing Curriculum specific to Stratford Primary School. New teaching staff and Education support staff to receive training in Trauma Response in Education.</p> <p>Review of assessment schedule.</p> <p>Continue to focus upon improving student outcomes in writing. Overall goal to improve student understanding of audience and the authentic purpose for writing.</p> <p>School Improvement sessions to move focus to delivering best practice in Numeracy.</p> <p>Priority - develop teacher capability to implement instructional approaches that build the capacity of students to be agents of their own learning.</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Identified students who did not make 12 months growth in 2022 Reading, Writing and Number & Algebra targeted as part of the Tutor Learning Initiative. Students referred for cognitive, behaviour or language assessment have been assessed or supported through Student Support Services. Teachers and Education support staff have built capacity in understanding how to plan for, implement and monitor Student Agency and Voice. Teachers have received professional learning around the collection and analysis of formative and summative data in Literacy and Numeracy. Teachers have built capacity to support student mental health and wellbeing.
Improve student learning achievement and growth in literacy and numeracy.	Yes	By 2025, increase the percentage of students achieving meeting or above NAPLAN benchmark growth using the two-year rolling average for: <ul style="list-style-type: none"> <li>• reading from 75% in 2018-19 to 80%</li> <li>• writing from 75% in 2018-19 to 80%</li> <li>• numeracy from 67% in 2018-19 to 75%</li> </ul>	To increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for:- reading from 83% in 2021 to 85%- writing from 75% in 2018-19 to 80%- numeracy from 83% in 2021 to 85%
		By 2025, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN using the two-year rolling average for: <ul style="list-style-type: none"> <li>• reading from 13% in 2018-19 to 28%</li> <li>• writing from 0% in 2018 -19 to 20%</li> </ul>	To increase the percentage of Year 5 students achieving in the top 2 bands of NAPLAN for:- reading from 33% in 2022 to 40%- writing from

		<ul style="list-style-type: none"> <li>• numeracy from 17% in 2018-19 to 25%</li> </ul>	33% in 2022 to 40%- numeracy from 22% in 2022 to 30%
		<p>By 2025, increase the percentage of students achieving at or above expected growth using teacher judgement for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 43% in 2018-19 to 75%</li> <li>• writing from 43% in 2018-19 to 75%</li> <li>• number and algebra from 71% in 2018-19 to 80%</li> <li>• measurement and geometry from 14% in 2018-19 to 75%</li> </ul>	<p>To increase the percentage of students achieving at or above age expected level using teacher judgement for:- reading and viewing from 89% in Semester 1 2022 to 92%- writing from 90% in Semester 1 2022 to 92%- number and algebra from 92% in Semester 1 2022 to 95%- measurement and geometry from 94% in Semester 1 2022 to 95%.To increase the percentage of student working above age expected level using teacher judgement for:- reading and viewing from 17% Semester 1 2022 to 20% - writing from 30% Semester 1 2022 to 35% - number and algebra from 30% Semester 1 2022 to 35% - measurement and geometry from 22% Semester 1 2022 to 30%.</p>
		By 2025, increase the percentage positive response on the Attitudes to School Survey for stimulated learning from 68% in 2019 to 90%	To increase the percentage positive response on the Attitudes to School Survey for stimulated learning from 70% on 2022 to 80%.
		<p>By 2025, increase the percentage positive response on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• teacher collaboration from 83% in 2019 to 90%</li> <li>• understand how to analyse data from 25% in 2019 to 75%</li> <li>• seek feedback to improve practice from 50% in 2019 to 75%</li> </ul>	<p>To increase the percentage positive response on the School Staff Survey for:- teacher collaboration from 95% in 2022 to 97%.To maintain 100% positive response to "understanding how to analyse data" and 100% positive response to "seek feedback to improve practice" in 2023.</p>
Improve student voice and agency in learning.	Yes	<p>By 2025, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 56% in 2019 to 90%</li> <li>• self-regulation and goal setting from 68% in 2019 to 90%</li> <li>• motivation and interest from 65% in 2019 to 90%</li> </ul>	<p>To increase the percentage positive response on the Attitudes to School Survey for:- student voice and agency from 61% in 2022 to 70%- self-regulation and goal setting from 81% in 2022 to 90%- motivation and interest from</p>

		<ul style="list-style-type: none"> <li>• effort from 68% in 2019 to 90%</li> <li>• resilience from 52% in 2019 to 90%</li> </ul>	77% in 2022 to 80% - effort from 76% in 2022 to 80% - resilience from 63% in 2022 to 70%
		By 2025, increase the percentage positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> <li>• academic emphasis from 46% in 2019 to 85%</li> <li>• collective efficacy from 63% 2019 to 85%</li> </ul>	To increase the percentage positive endorsement on the School Staff Survey for:- academic emphasis from 72% in 2022 to 80% - collective efficacy from 68% in 2022 to 75% .
		By 2025, increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• student voice and agency from 85% in 2019 to 95%</li> <li>• school pride and confidence from 73% in 2019 to 85%</li> </ul>	To increase the percentage positive response on the Parent Opinion Survey for:- student voice and agency from 79% in 2022 to 85% in 2023- school pride and confidence from 88% in 2022 to 95% in 2023

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>
<b>12-month target 1.1-month target</b>	<p>Identified students who did not make 12 months growth in 2022 Reading, Writing and Number &amp; Algebra targeted as part of the Tutor Learning Initiative.</p> <p>Students referred for cognitive, behaviour or language assessment have been assessed or supported through Student Support Services.</p> <p>Teachers and Education support staff have built capacity in understanding how to plan for, implement and monitor Student Agency and Voice.</p> <p>Teachers have received professional learning around the collection and analysis of formative and summative data in Literacy and Numeracy.</p> <p>Teachers have built capacity to support student mental health and wellbeing.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2023.	
<b>Goal 2</b>	<b>Improve student learning achievement and growth in literacy and numeracy.</b>	
<b>12-month target 2.1-month target</b>	To increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for: - reading from 83% in 2021 to 85% - writing from 75% in 2018-19 to 80% - numeracy from 83% in 2021 to 85%	
<b>12-month target 2.2-month target</b>	To increase the percentage of Year 5 students achieving in the top 2 bands of NAPLAN for: - reading from 33% in 2022 to 40% - writing from 33% in 2022 to 40% - numeracy from 22% in 2022 to 30%	
<b>12-month target 2.3-month target</b>	To increase the percentage of students achieving at or above age expected level using teacher judgement for: - reading and viewing from 89% in Semester 1 2022 to 92% - writing from 90% in Semester 1 2022 to 92% - number and algebra from 92% in Semester 1 2022 to 95% - measurement and geometry from 94% in Semester 1 2022 to 95%.  To increase the percentage of student working above age expected level using teacher judgement for: - reading and viewing from 17% Semester 1 2022 to 20%	



	<ul style="list-style-type: none"> <li>- writing from 30% Semester 1 2022 to 35%</li> <li>- number and algebra from 30% Semester 1 2022 to 35%</li> <li>- measurement and geometry from 22% Semester 1 2022 to 30%.</li> </ul>	
<b>12-month target 2.4-month target</b>	To increase the percentage positive response on the Attitudes to School Survey for stimulated learning from 70% on 2022 to 80%.	
<b>12-month target 2.5-month target</b>	<p>To increase the percentage positive response on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- teacher collaboration from 95% in 2022 to 97%.</li> </ul> <p>To maintain 100% positive response to "understanding how to analyse data" and 100% positive response to "seek feedback to improve practice" in 2023.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Develop and implement essential learnings, assessment, and an agreed approach for the teaching of writing	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Develop teacher capability to implement rigorous assessment strategies to accurately report student achievement, plan differentiated instructional strategies and monitor learning growth	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Embed mature PLC practices using a collaborative, data led inquiry process to evaluate the effectiveness of teaching practice to implement evidence-based instructional approaches	No
<b>KIS 2.d</b> Excellence in teaching and learning	Implement observation, feedback and coaching to develop practice excellence	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.	<p>Forward planning for 2023 - we will have a high turnover of teaching staff who will need support to build capacity around the achievements of 2022.</p> <p>We need to develop and implement essential learnings for Literacy, incorporating the Victorian Curriculum with current practice local to our school. We also need to build teacher capacity to deliver best practice in phonics education, word morphology and etymology and vocabulary.</p> <p>We need to maintain our Staff Survey results of 100% in confidence in the analysis of data and seeking feedback to improve practice. This will continue to be integral to our Professional Learning Community projects.</p>	
<b>Goal 3</b>	<b>Improve student voice and agency in learning.</b>	
<b>12-month target 3.1-month target</b>	<p>To increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- student voice and agency from 61% in 2022 to 70%</li> <li>- self-regulation and goal setting from 81% in 2022 to 90%</li> <li>- motivation and interest from 77% in 2022 to 80%</li> <li>- effort from 76% in 2022 to 80%</li> <li>- resilience from 63% in 2022 to 70%</li> </ul>	
<b>12-month target 3.2-month target</b>	<p>To increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- academic emphasis from 72% in 2022 to 80%</li> <li>- collective efficacy from 68% in 2022 to 75% .</li> </ul>	
<b>12-month target 3.3-month target</b>	<p>To increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- student voice and agency from 79% in 2022 to 85% in 2023</li> <li>- school pride and confidence from 88% in 2022 to 95% in 2023</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Develop a shared understanding of student voice and agency in learning amongst staff, students and parents	Yes
<b>KIS 3.b</b> Positive climate for learning	Embed student goal setting processes across all areas of literacy and numeracy	Yes
<b>KIS 3.c</b>	Develop teacher capability to implement instructional approaches that build the capacity of students to be agents of their own learning.	Yes

Excellence in teaching and learning		
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.	<p>Our end of year evaluation of the 2022 AIP indicated that we have significant work to do in the area of improving student voice and agency in learning. This finding linked directly with the results indicated on our Parent Opinion Survey and Student Attitudes to School Survey.</p> <p>By focusing upon this KIS in 2023, we aim to increase student awareness of opportunities for Voice and Agency in current practice and curriculum at our school. We will also harness departmental resources to increase our parent community awareness of these opportunities.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	<p>Identified students who did not make 12 months growth in 2022 Reading, Writing and Number &amp; Algebra targeted as part of the Tutor Learning Initiative.</p> <p>Students referred for cognitive, behaviour or language assessment have been assessed or supported through Student Support Services.</p> <p>Teachers and Education support staff have built capacity in understanding how to plan for, implement and monitor Student Agency and Voice.</p> <p>Teachers have received professional learning around the collection and analysis of formative and summative data in Literacy and Numeracy.</p> <p>Teachers have built capacity to support student mental health and wellbeing.</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Students identified as not making 12 months growth in Reading, Writing, Number and Algebra based on Teacher Judgement (Term 4 2022) identified and prioritised to take part in Tutor Learning Initiative.</p> <p>Professional learning and support through weekly PLC and fortnightly School Improvement meetings. Focus to be upon continuing to build staff capacity to deliver best practice in writing and numeracy. This includes authentic differentiation to ensure student individual need is met.</p> <p>All staff to access professional development to build capacity in planning for, implementing and monitoring student understanding of opportunities for agency and voice within learning.</p> <p>Professional learning and support through PLC, SI meetings, our EIL and Writing Mentor to build staff capacity in the collection and analysis of formative and summative data.</p>

<b>Outcomes</b>	<p>Time allocation for professional learning is used effectively and valued by all staff.</p> <p>Targeted individual support for students in need.</p> <p>Staff shared understanding of the Instructional Model and how to apply it across subject areas.</p> <p>Staff confidence in the collection and analysis of data to plan further learning remains at 100% when measured using the Staff Opinion Survey.</p> <p>Peer observation measures consistency of practice across teaching staff.</p>			
<b>Success Indicators</b>	<p>Students identified to take part in TLI make 12 months growth for 12 months teaching based on teacher judgement.</p> <p>Student achievement in NAPLAN results - targets met.</p> <p>Staff Opinion survey shows increased positive response for collective efficacy. Maintain 100% positive response for understanding how to analyse and use data, and for seeking feedback to improve practice.</p> <p>Term calendar prioritises time for PLC and School Improvement meetings. High attendance of staff at these meetings.</p> <p>Peer observation planned for and implemented each term. Feedback proforma developed and in use.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Students to be selected for TLI base on 2022 growth as measured by Teacher Judgement.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC and SI Meetings planned in advance to address writing focus, numeracy focus and wellbeing focus.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Peer Observation at least once per term for each teaching staff member.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$6,400.00

			to: Term 4	
Numeracy Leader to access Professional Development	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Employment of a Mental Health and Wellbeing Leader.</p> <p>Key Contact meeting with Student Support Services at least once per term.</p> <p>Development of monitoring system to monitor student referrals to SSS.</p> <p>Student Support Group Meetings for all indigenous, OOH and PSD students held at least once per term.</p> <p>Individual Education Plan goals based on assessment of student academic and social achievements.</p> <p>Development of Health and Wellbeing curriculum for Stratford Primary School. This will be delivered through the Victorian Health Curriculum, Bounce Back, Resilience, Rights and Respectful Relationships program and School Wide Positive Behaviour Support.</p> <p>Use of outside agency resources e.g. Counsellor</p> <p>Trauma Response on Education training for all staff who have not as yet completed.</p>			
<b>Outcomes</b>	<p>Mental Health and Wellbeing Leader will develop Health and Wellbeing curriculum. They will build staff capacity in understanding and implementing High Impact Strategies for Wellbeing from Foundation to Year 6.</p> <p>Student support group meetings will be recorded, and will include the student IEP.</p> <p>Term meetings with SSS Key Contact will be recorded and used to forward plan for student assessment and support.</p> <p>A monitoring system to measure progress of student referrals will be in use and accessed by all staff.</p> <p>Students identified as highest need will access Counselling onsite.</p> <p>Staff will build capacity to support students who have been impacted by trauma.</p>			
<b>Success Indicators</b>	<p>Student IEPs and SSG meetings are recorded. Student academic and wellbeing goals are recorded and measured.</p> <p>Health and Wellbeing curriculum developed.</p> <p>Monitoring system in place and shared with all staff to allow input.</p> <p>Onsite Counselling available.</p> <p>Strategies in place to support students identified as being impacted by trauma.</p>			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employment of Mental Health and Wellbeing Leader	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,315.36
Student Support Group Meetings planned for at least once per term.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00
Mental Health and Wellbeing leader to provide professional learning to staff through School Improvement meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ a qualified Counsellor 4 hours per fortnight.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,250.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Key Contact from Student Support Services to meet with Principal and Mental Health and Wellbeing Leader at least once per term.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00

Professional Development of staff on "Trauma Response in Education".	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$265.00
Delivery of Health and Wellbeing Curriculum by Mental Health and Wellbeing Leader	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,397.38
<b>Goal 2</b>	Improve student learning achievement and growth in literacy and numeracy.			
<b>12-month target 2.1 target</b>	To increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for: - reading from 83% in 2021 to 85% - writing from 75% in 2018-19 to 80% - numeracy from 83% in 2021 to 85%			
<b>12-month target 2.2 target</b>	To increase the percentage of Year 5 students achieving in the top 2 bands of NAPLAN for: - reading from 33% in 2022 to 40% - writing from 33% in 2022 to 40% - numeracy from 22% in 2022 to 30%			
<b>12-month target 2.3 target</b>	To increase the percentage of students achieving at or above age expected level using teacher judgement for: - reading and viewing from 89% in Semester 1 2022 to 92% - writing from 90% in Semester 1 2022 to 92% - number and algebra from 92% in Semester 1 2022 to 95% - measurement and geometry from 94% in Semester 1 2022 to 95%.  To increase the percentage of student working above age expected level using teacher judgement for: - reading and viewing from 17% Semester 1 2022 to 20% - writing from 30% Semester 1 2022 to 35% - number and algebra from 30% Semester 1 2022 to 35% - measurement and geometry from 22% Semester 1 2022 to 30%.			



<b>12-month target 2.4 target</b>	To increase the percentage positive response on the Attitudes to School Survey for stimulated learning from 70% on 2022 to 80%.			
<b>12-month target 2.5 target</b>	<p>To increase the percentage positive response on the School Staff Survey for: - teacher collaboration from 95% in 2022 to 97%.</p> <p>To maintain 100% positive response to "understanding how to analyse data" and 100% positive response to "seek feedback to improve practice" in 2023.</p>			
<b>KIS 2.a</b> Curriculum planning and assessment	Develop and implement essential learnings, assessment, and an agreed approach for the teaching of writing			
<b>Actions</b>	<p>Pupil Free Days for staff to work with Writing Coach/EIL to set goals and refine processes.</p> <p>Mentor Coach, EIL, PLC Leader and Literacy Leader to collaborate on school direction.</p> <p>Observation and coaching program to be refined and implemented.</p>			
<b>Outcomes</b>	<p>Staff to utilise instructional model in writing, with a focus on developing student capacity to write for authentic purposes and audience.</p> <p>PLC and Literacy Leader to develop Foundation to Year 6 Essential Learnings/Scope and Sequence document for all literacy areas.</p> <p>High Impact Teaching strategies evident in teacher planning. Peer Observation to measure improvement in use of these.</p> <p>An agreed approach to formative and summative assessment of student writing developed.</p>			
<b>Success Indicators</b>	<p>Staff Opinion Survey to maintain 100% positive response to seeking feedback to improve, and in the analysis and use of data.</p> <p>Essential learning documented.</p> <p>Teacher planners reflect high impact teaching strategies.</p> <p>Peer Observation data informs PLC achievements.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Pupil Free Days x 2 to build staff capacity in teaching of writing,	✔ Literacy leader	✔ PLP Priority	from: Term 1	\$7,500.00

			to: Term 4	
Employ Writing Mentor to provide professional development to staff.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00
PLC Leader and Literacy Leader to work with EIL and Writing Mentor to develop Literacy Essential Learnings.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00
<b>KIS 2.b</b> Evaluating impact on learning	Develop teacher capability to implement rigorous assessment strategies to accurately report student achievement, plan differentiated instructional strategies and monitor learning growth			
<b>Actions</b>	Review of assessment schedule from Foundation to Year 6. Access Professional learning for teaching staff in both the implementation and use of a variety of formative and summative assessment tools. School Improvement and PLC Sessions include data analysis component.			
<b>Outcomes</b>	Authentic differentiation during instruction. Formative and summative assessment included in assessment schedule. Assessment schedule updated to reflect best practice.			
<b>Success Indicators</b>	Staff Opinion survey maintains 100% positive response to understanding how to analyse data. Increase percentage of staff opinion survey results in teacher collaboration and collective efficacy. Attitudes to school survey response to stimulated learning will increase.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Assessment Schedule for Literacy And Numeracy developed.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Development accessed by staff - how to implement, analyse and plan for learning using formative and summative assessment in numeracy and literacy.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.d</b> Building practice excellence	Implement observation, feedback and coaching to develop practice excellence			
<b>Actions</b>	Employ Writing Mentor to make observations, provide feedback and coach teaching staff to develop best practice in writing. Seek support from EIL to observe, provide feedback and coach teaching staff to develop best practice in numeracy. Access Professional learning for Numeracy Leader. Numeracy Leader to attend Outer Gippsland numeracy conferences/training to build capacity. Peer Observation to be linked to PLC inquiry projects. Develop Peer Observation Cycle and recording proforma.			
<b>Outcomes</b>	Increased percentage of students achieving in the top two bands for Literacy and Numeracy. Increased percentage of students achieving at or above age expected level based on teacher judgement in writing and numeracy. Maintain teacher positive response to "seeking feedback to improve practice" at 100%. Improve percentage of positive response to collective efficacy on Staff Opinion Survey.			
<b>Success Indicators</b>	NAPLAN data for writing and numeracy - percentage of students achieving in the top two bands for Year 5 will increase. Teacher judgement data - percentage of students achieving at or above age expected level in writing and numeracy will increase from Foundation to Year 6. Staff Opinion Survey will record a greater percentage of positive response to collective efficacy and collaboration.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Use Writing Grant to employ writing coach/mentor.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00
EIL to work with Literacy Leader, PLC leader and Numeracy Leader to conduct observation and feedback sessions for all teaching staff.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Development for Numeracy Leader	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00
Numeracy Leader attendance at Outer Gippsland Numeracy Project sessions.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00
PLC Leader to develop Peer Observation documentation.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$400.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve student voice and agency in learning.			
<b>12-month target 3.1 target</b>	To increase the percentage positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>- student voice and agency from 61% in 2022 to 70%</li> <li>- self-regulation and goal setting from 81% in 2022 to 90%</li> <li>- motivation and interest from 77% in 2022 to 80%</li> <li>- effort from 76% in 2022 to 80%</li> <li>- resilience from 63% in 2022 to 70%</li> </ul>			

<b>12-month target 3.2 target</b>	To increase the percentage positive endorsement on the School Staff Survey for: - academic emphasis from 72% in 2022 to 80% - collective efficacy from 68% in 2022 to 75% .			
<b>12-month target 3.3 target</b>	To increase the percentage positive response on the Parent Opinion Survey for: - student voice and agency from 79% in 2022 to 85% in 2023 - school pride and confidence from 88% in 2022 to 95% in 2023			
<b>KIS 3.a</b> Empowering students and building school pride	Develop a shared understanding of student voice and agency in learning amongst staff, students and parents			
<b>Actions</b>	Utilise the AMPLIFY Toolkit to build a shared understanding of student voice and agency in learning across the school community. Survey of staff, students and parents to measure understanding of student voice and agency.			
<b>Outcomes</b>	Staff, students and parents will understand and how student voice and agency is developed across Stratford Primary School.			
<b>Success Indicators</b>	Parent Opinion survey - Increase in positive responses to student voice and agency. Student Attitudes to School Survey - Increase in positive responses to student voice and agency, self regulation and goal setting and effort. Survey results will show increased understanding of student voice and agency, and opportunities for both at Stratford Primary School.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Survey of parents, staff and students to measure understanding of student voice and agency.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Online Professional Learning in Student Voice, Agency and Leadership. (AMPLIFY Toolkit)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

<b>KIS 3.b</b> Intellectual engagement and self-awareness	Embed student goal setting processes across all areas of literacy and numeracy			
<b>Actions</b>	Build staff capacity to support student agency and voice by collaboratively developing student learning goals in Literacy and Numeracy. Teaching staff build capacity to use formative and summative assessment to support student learning goal setting. Teaching staff embed goal setting and feedback within the school instructional model. Student led learning discussions/exhibitions with teachers and parents.			
<b>Outcomes</b>	Students build capacity in understanding personal metacognition - how and when they are learning. Students will enact response to teacher feedback to improve outcomes. Students and teachers will build consistent vocabulary and practice to communicate student learning achievements and goals. Teacher planning will reflect goal setting and opportunities for feedback. Teacher planning will include opportunities for feedback to students through communication of assessment results.			
<b>Success Indicators</b>	Student attitudes to school survey will show increased percentages for positive responses to:- student voice and agency, self regulation and goal setting, effort and resilience. Staff opinion survey will show increased percentage in positive responses to academic emphasis, collective efficacy and collaboration. Parent opinion survey results will show increase in percentage of positive response to student voice and agency.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Utilise AMPLIFY toolkit to build student understanding of opportunities for leadership, voice and agency.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Student led Learning Discussion/Learning Exhibition twice yearly.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

<b>KIS 3.c</b> Building practice excellence	Develop teacher capability to implement instructional approaches that build the capacity of students to be agents of their own learning.			
<b>Actions</b>	Review staff understanding of student voice, agency and leadership. Investigate and identify opportunities within Instructional model for student voice and agency. Document whole school expectations and non negotiables. Access Amplify Toolkit to build teacher capacity.			
<b>Outcomes</b>	Staff and students will have a common understanding of what student voice, agency and leadership mean at Stratford Primary School. Consistent expectations from Foundation to Year 6. Students independently identify opportunities for voice and agency in their learning. Staff collaboratively plan learning programs that support student voice and agency, including these in the Instructional Model.			
<b>Success Indicators</b>	Student attitudes to school survey will show increased percentages for positive responses to:- student voice and agency, self regulation and goal setting, effort and resilience. Staff opinion survey will show increased percentage in positive responses to academic emphasis, collective efficacy and collaboration. Parent opinion survey results will show increase in percentage of positive response to student voice and agency. Anecdotal evidence, observation and school devised survey results provide evidence that the whole school community understand how student voice, agency and leadership is supported and developed at Stratford Primary School.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Survey of School Community - collecting evidence of understanding of student voice, agency and leadership.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Access Amplify Toolkit	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

SVAL included in School Improvement meeting agendas.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff to complete Student Voice, Agency and Leadership training online through FUSE.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Utilise Pupil Free Day to develop Stratford Primary School Student Voice, Agency and Leadership documentation.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$42,414.16	\$7,600.00	\$34,814.16
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$73,061.54</b>	<b>\$38,247.38</b>	<b>\$34,814.16</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Employ a qualified Counsellor 4 hours per fortnight.	\$8,250.00
Professional Development accessed by staff - how to implement, analyse and plan for learning using formative and summative assessment in numeracy and literacy.	\$4,000.00
EIL to work with Literacy Leader, PLC leader and Numeracy Leader to conduct observation and feedback sessions for all teaching staff.	\$3,200.00
PLC Leader to develop Peer Observation documentation.	\$400.00
<b>Totals</b>	<b>\$15,850.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Development accessed by staff - how to implement, analyse and plan for learning using formative and summative assessment in numeracy and literacy.	from: Term 1 to: Term 4	\$4,000.00	✔ Professional development (excluding CRT costs and new FTE)
EIL to work with Literacy Leader, PLC leader and Numeracy Leader to conduct observation and feedback sessions for all teaching staff.	from: Term 1 to: Term 4	\$3,200.00	✔ CRT
PLC Leader to develop Peer Observation documentation.	from: Term 1 to: Term 2	\$400.00	✔ CRT
<b>Totals</b>		\$7,600.00	

### 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
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Employ a qualified Counsellor 4 hours per fortnight.	from: Term 1 to: Term 4	\$8,250.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$8,250.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Specialist Teacher to implement Kitchen Garden/Health and Wellbeing Program	\$22,397.38
<b>Totals</b>	\$22,397.38

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Specialist Teacher to implement Kitchen Garden/Health and Wellbeing Program	from: Term 1	\$0.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Specialist Teacher to implement Kitchen Garden/Health and Wellbeing Program	from: Term 1		

<b>Totals</b>		\$0.00	
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### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Specialist Teacher to implement Kitchen Garden/Health and Wellbeing Program	from: Term 1	\$22,397.38	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
<b>Totals</b>		\$22,397.38	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Peer Observation at least once per term for each teaching staff member.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Consultant - Writing <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Numeracy Leader to access Professional Development	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site On and Off Site as appropriate.
Employment of Mental Health and Wellbeing Leader	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Mental Health and Wellbeing Leader Training <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Lookout centre/designated teacher	
Mental Health and Wellbeing leader to provide professional learning to staff through School Improvement meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources Mental Health and Wellbeing Leadership Training. Resilience, Rights and Respectful Relationships Training, School Wide Positive Behaviour Support Training.	<input checked="" type="checkbox"/> On-site
Delivery of Health and Wellbeing Curriculum by Mental Health and Wellbeing Leader	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team				Mental Health and Wellbeing Leadership Training. High Impact Strategies for Wellbeing	
Pupil Free Days x 2 to build staff capacity in teaching of writing,	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Paula Heenan - Consultant (Literacy Education) <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Employ Writing Mentor to provide professional development to staff.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Paula Heenan - Consultant (Literacy Education)	<input checked="" type="checkbox"/> On-site
PLC Leader and Literacy Leader to work with EIL and Writing Mentor to develop Literacy Essential Learnings.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

					Paula Heenan - Consultant (Literacy Education) <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Assessment Schedule for Literacy And Numeracy developed.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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
Use Writing Grant to employ writing coach/mentor.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Paula Heenan - Consultant (Literacy Education)	<input checked="" type="checkbox"/> On-site
EIL to work with Literacy Leader, PLC leader and Numeracy Leader to conduct observation and feedback sessions for all teaching staff.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<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"/> Departmental resources Education Improvement Leader	<input checked="" type="checkbox"/> On-site



Professional Development for Numeracy Leader	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader <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"/> Off-site On and off site as appropriate.
Numeracy Leader attendance at Outer Gippsland Numeracy Project sessions.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Attendance at Outer Gippsland Project Sessions - 1 per term in 2023
Utilise AMPLIFY toolkit to build student understanding of opportunities for leadership, voice and agency.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources Amplify Toolkit <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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