

2022 Annual Implementation Plan

for improving student outcomes

Sherbourne Primary School (5013)



Submitted for review by Maree Seymour (School Principal) on 01 March, 2022 at 02:58 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 01 March, 2022 at 02:59 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Key factors to our achievement in 2021 are identified as:</p> <p>Consistency of planners and documentation. The increased accountability and use of shared approach.</p> <p>Parallel lines between data/documentation/planner and assessment has improved practice in analysing data.</p> <p>Culture shift -we all own this data. A feel of collective responsibility for the data</p> <p>Tighter parameters around data collection and timelines.</p> <p>Using data to improve teaching and learning ie Improving data literacy.</p> <p>Building a culture that together we build best practice and share that development and practice.</p>
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	<p>Focus on developing all staff members, Implementation of consistency of practice has had positive impact on student growth, teacher confidence and teacher knowledge of curriculum.</p> <p>Our Middle leaders have worked closely with the DSSI team and significantly enhanced their leadership capabilities, driving our culture of teamwork throughout remote and onsite learning contexts.</p>
Considerations for 2022	<p>Work needs to continue on the development of a positive whole school culture characterised by consistency of practice, language and collaborative responsibility and ownership.</p> <p>Consistency of practice will be supported by documentation of current practices. This will also allow us to audit our practice and explore the Student Health Menu to best support our community.</p> <p>Community connection needs to be renewed and strengthened in 2022. We are conscious our F-3 parents have had limited opportunities for social interaction and involvement in our school.</p> <p>We acknowledge the positive impact on Reading of a consistent whole school instructional model in Reading (workshop model). A consistent whole school instructional model will be refined and applied to the teaching and learning of maths including increased rigor in data collection and analysis.</p> <p>The Whole School assessment schedule requires the addition of semester data in number and mathematical thinking each term. A data analysis format - currently used each term for the analysis of reading data will be developed and applied to maths each semester. This will enable identification of 12 months behind, 6 months behind, at level, 6 months above and 12 months above student achievement levels and be used to inform the 2022 Tutoring program as well as teaching within classrooms. We recommend Number assessment in Term 1 and 3 and multiplicative thinking assessment in Term 2 and 4. Consistency of practice will also be supported by the introduction of Staff Learning Walks and re introduction of Peer observations.</p> <p>We enjoyed working with other DSSI schools in 2020 and 2021, we would like to continue that connection and communication, especially focusing on moderation of student work.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the learning growth of every student with a focus on English and Mathematics.
Target 2.1	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in English and Mathematics (or Writing, Reading and Viewing, Number and Algebra).
Target 2.2	<p>By 2022, the percentage of Year 3 and 5 students in the top two Bands in NAPLAN Reading, Writing and Numeracy dimensions to be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 55% (2018) to 67% (2022) • Writing from 13% (2018) to 54% (2022)

	<ul style="list-style-type: none"> Numeracy from 23% (2018) to 52% (2022) <p>Year 5</p> <ul style="list-style-type: none"> Reading from 45% (2018) to 51% (2022) Writing from 9% (2018) to 20% (2022) Numeracy from 32% (2018) to 40% (2022)
Target 2.3	By 2022, maintain the percentage of Year 3 and 5 students at or below the National Minimum Standards (NMS) in NAPLAN Reading, Writing and Numeracy dimensions at zero.
Target 2.4	<p>By 2022, the percentage of Year 5 students assessed as making:</p> <ul style="list-style-type: none"> medium or high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 80 per cent high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 30 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact (CPA)
Key Improvement Strategy 2.b Building practice excellence	Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model (BPE and BLT)

Key Improvement Strategy 2.c Instructional and shared leadership	Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning (ISL).
Goal 3	To increase student agency in learning.
Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence: from 83% (2018) to 90% (2022) • Self-regulation and goal setting: from 90% (2018) to 95% (2022) <p>Social engagement domain:</p> <ul style="list-style-type: none"> • Student Voice and agency: from 72% (2018) to 90% (2022)
Target 3.2	By 2022 the percentage of parents responding positively to the Student Development—Student Agency and Voice measure contained in the Parent Opinion Survey to improve from 80% to 88%
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop a whole-school approach to activating student agency in learning (CPA and ES)
Goal 4	To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.
Target 4.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent

	<p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Resilience: from 76% (2018) to 90% (2022) <p>Effective teaching practice for cognitive engagement domain:</p> <ul style="list-style-type: none"> • Classroom behaviour: from 81% (2018) to 90% (2022) <p>Teacher-student relations domain:</p> <ul style="list-style-type: none"> • Teacher concern: from 80% (2018) to 90% (2022)
Target 4.2	By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey 88% (2018) to be 92% in 2022.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop and implement a whole-school framework for respectful relationships and behavioural expectations in the school community (PCL)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN TOP 2 Bands Year 3 Reading from 50% (2021) to 67% Year 5 Reading from 38%(2021) to 51%</p> <p>Year 3 Numeracy from 23% (2021) to 52% Year 5 Numeracy from 38% (2021) to 40%</p> <p>GROWTH- TEACHER JUDGEMENT DATA In the absence of 2020 NAPLAN data, we will use teacher judgement against the Victorian curriculum in Reading and Number to evidence 2 years growth in our Year 5 students from 2020 to 2022.</p> <p>No student will be below National Minimum Standard in Reading or Numeracy.</p> <p>WELLBEING goals- adapted in response to the Covid context of the past 2 years; ATTOS Year 4-6 will show improvement in positive endorsement as follows, Student confidence from 75% (2021) to at least 80%</p>

			<p>Self regulation and goal setting from 83%(2021) to at least 85%</p> <p>Student voice and agency from 56%(2021) to at least 60%</p> <p>Classroom Behaviour from 78% (2021) to at least 80%</p> <p>Teacher Concern from 63% (2021) to at least 70%</p> <p>PARENT OPINION SURVEY will show improvement in positive endorsement</p> <p>Student voice and agency 54% (2021) to 88%</p> <p>Student Confidence and Resilience 63%(2021) to 80%</p>
To maximise the learning growth of every student with a focus on English and Mathematics.	No	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in English and Mathematics (or Writing, Reading and Viewing, Number and Algebra).	
		<p>By 2022, the percentage of Year 3 and 5 students in the top two Bands in NAPLAN Reading, Writing and Numeracy dimensions to be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 55% (2018) to 67% (2022) • Writing from 13% (2018) to 54% (2022) 	

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		By 2022, maintain the percentage of Year 3 and 5 students at or below the National Minimum Standards (NMS) in NAPLAN Reading, Writing and Numeracy dimensions at zero.	
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To increase student agency in learning.	No	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence: from 83% (2018) to 90% (2022) • Self-regulation and goal setting: from 90% (2018) to 95% (2022) <p>Social engagement domain:</p> <ul style="list-style-type: none"> • Student Voice and agency: from 72% (2018) to 90% (2022) 	
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To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values.	No	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p>	

		<ul style="list-style-type: none"> • Resilience: from 76% (2018) to 90% (2022) <p>Effective teaching practice for cognitive engagement domain:</p> <ul style="list-style-type: none"> • Classroom behaviour: from 81% (2018) to 90% (2022) <p>Teacher-student relations domain:</p> <ul style="list-style-type: none"> • Teacher concern: from 80% (2018) to 90% (2022) 	
		<p>By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey 88% (2018) to be 92% in 2022.</p>	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>NAPLAN TOP 2 Bands</p> <p>Year 3 Reading from 50% (2021) to 67%</p> <p>Year 5 Reading from 38%(2021) to 51%</p>

	<p>Year 3 Numeracy from 23% (2021) to 52%</p> <p>Year 5 Numeracy from 38% (2021) to 40%</p> <p>GROWTH- TEACHER JUDGEMENT DATA In the absence of 2020 NAPLAN data, we will use teacher judgement against the Victorian curriculum in Reading and Number to evidence 2 years growth in our Year 5 students from 2020 to 2022.</p> <p>No student will be below National Minimum Standard in Reading or Numeracy.</p> <p>WELLBEING goals- adapted in response to the Covid context of the past 2 years; ATTOS Year 4-6 will show improvement in positive endorsement as follows, Student confidence from 75% (2021) to at least 80% Self regulation and goal setting from 83%(2021) to at least 85% Student voice and agency from 56%(2021) to at least 60% Classroom Behaviour from 78% (2021) to at least 80% Teacher Concern from 63% (2021) to at least 70%</p> <p>PARENT OPINION SURVEY will show improvement in positive endorsement Student voice and agency 54% (2021) to 88% Student Confidence and Resilience 63%(2021) to 80%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 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.

Define Actions, Outcomes and Activities

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact</p> <p>Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model, extending it to the teaching of mathematics</p>
Outcomes	<p>Students</p> <p>will be able to articulate the stages of the SPS Workshop model, including what they are working on, their goal and how to get there. (active agency)</p> <p>in need of targeted academic support or intervention will be identified and supported</p> <p>Teachers</p> <p>Will use and develop differentiated planning documentation</p> <p>Will actively reflect upon, share and plan using data</p> <p>Will work as a whole school team as well as a smaller team to share and develop their expertise, understanding and practice in the workshop model in reading, learning to apply the consistent teaching model to the teaching of mathematics.</p> <p>Will actively participate in formal and informal learning walks and peer observation towards consistency of best practice.</p> <p>Will learn about and participate in Professional Learning communities</p> <p>Will actively work with the Learning tutor to tailor and monitor a program of learning growth on literacy or numeracy for identified students.</p> <p>Will collaborate with the wider teaching community towards sharing and developing best practice in reading and maths.</p> <p>Leaders</p> <p>Will lead the staff in professional learning of the SPS workshop model</p> <p>Will participate in PLC training and lead staff in its implementation at SPS.</p> <p>Will actively set data foci for staff and team focus and monitor and share growth.</p> <p>Will actively empower collective responsibility for learning growth of all students.</p> <p>Will actively implement, monitor, adapt and review DSSI sustainability plan.</p> <p>Community</p> <p>Will know our school focus is consistency of excellent evidenced based practice to empower learning growth of all students</p>

Success Indicators	<p>EARLY INDICATORS Teacher judgement end Semester 1 2021 to end Semester 1 2022 shows 12 months growth for all students. All class teachers will have participated in learning walks. Learning walks are part of all teacher Professional Learning Plans Tutor learning initiative implemented, documented from Week 1 term 1. Fortnightly sharing of practice 'agenda-ed" in staff meetings. Workshop model introduced via Start up program in all classes and revisited start Term 2. Increase percentage of students 6 months and 12 months ahead in F and P data.P-6, reducing particularly the large numbers AT level. DSSI sustainability plan is implemented, monitored and reviewed for Semester 1.</p> <p>LATE INDICATORS All class teachers will have participated in peer observation. SPS workshop model in Maths is developed including in student friendly language PLC training completed and implementation has been commenced. NAPLAN results in Reading and Maths Teacher judgement Sem 2 2021 to Semester 2 2022 shows 12 months growth for students. Increase number of students 6 months and 12 months ahead of expected level in F and P p-6 data. Digital data wall is developed to record student progress in number. DSSI sustainability plan is implemented, monitored and reviewed leading to development of future planning for 2023.</p> <p>STUDENT ATTITUDE TO SCHOOL Year 4-6 Positive endorsement - Student Voice and agency from 56 in 2021 to at least 60 (14.5 to 25th percentile) Differentiation of teaching from 85 to at least 90 (44.9 to 50th percentile) Self regulation and goal setting from 83 to at least 85 (37.2 to 50th percentile)</p> <p>STAFF OPINION Staff positive endorsement of collective responsibility maintained at 97% Collaboration will improve from 65 to 75 % Academic emphasis will improve from 68% to 75%</p> <p>PARENT OPINION Stimulating learning environment maintained or improved from 75 % positive endorsement.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Set up supporting assessment and planning documentation for Maths, number, to track growth across the year. eg planning documents, assessment schedule, assessment analysis as in Reading	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and consistently implement and moderate Common Assessment Tasks to measure and track growth in mathematical reasoning Year 2-6.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$450.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with students to re phrase differentiated instructional model into child friendly language in reading and maths to increase student agency in their learning and consistency of practice. (DSSI sustainability plan)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Effective student identification, co planning, monitoring and documentation and communication of Tutor Learning initiative between tutor, students, class teachers and families of identified students. (DSSI sustainability plan)	<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
Participate in PLC training to further develop targeted teaching and understand its impact.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,066.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Introduction of learning walks and peer observation to monitor and empower consistency of implementation of differentiated instructional model. (DSSI sustainability plan)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$450.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and document a multi tiered response model that meets the needs of the school and its students. Identify forward plan for resourcing the plan. Identification of a student wellbeing monitoring tool/s			
Outcomes	STUDENTS Will learn and use the language of growth mindset, our values and will follow and understand the purpose of our values and processes. Will value learning and feel engaged and connected as a member of the Sherbourne community. Will develop strong positive relationships with their teachers and peers. TEACHERS Will explicitly teach and model a growth and purpose mindset Will commence the year with a Start up learning program of values, processes and agreed behaviours, Revisit start up program at start of each term. Keep values visible and explicit in language and posters as well as in practice.			

	<p>Will prioritise student wellbeing which will be reflected in their PDP, daily practice, program and planning. Will explicitly display and refer to our school values and processes</p> <p>LEADERS Will lead staff through an audit and documentation of current students well being practices at Sherbourne at Level 1,2 and 3 informing an action plan for 2023 Will work with staff to familiarise them with DET Health Menu, involving Identification of and commitment to plan for use of resources from Student well being model for 2023.practices</p> <p>COMMUNITY Will be actively encouraged to participate in 2 way communication and feel they have effective voice in our school Will be informed about current student wellbeing practices at Sherbourne</p> <p>Students feel supported and engaged in their class groups. Explicit and visible values and processes in every classroom and around the school. At risk students will be identified and receive targeted support in a timely manner</p> <p>Teacher planning shows increased opportunities for student agency in learning Students will develop strong relationships with their peers and teachers Teachers and leaders will establish agreed monitoring processes.</p> <p>Improved understanding and valuing of student agency in staff, students and community.</p>
Success Indicators	<p>EARLY INDICATORS Focus on values at assemblies, newsletters in everyday language. Start up programs completed and revisited at start of each term.</p> <p>LATE INDICATORS Documentation and communication of processes in place at Tier 1,2 and 3 at Sherbourne PS Documented and communicated processes of response to behaviours at Sherbourne PS</p>

<p>Students and families will be connected to allied health and mental health services.</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY (ATTOS)</p> <p>In addition to our 12 months targets, show the following improvement in positive endorsement; Connectedness from 75%(2021) to 80% Inclusion from 89%(2021) to 90% Respect for Diversity from 82%(2021) to 85% Advocate at School from 86%(2021) to 90</p> <p>PARENT OPINION SURVEY</p> <p>Improved in positive endorsement as follows: Student Motivation and support from 63 %(2021) to 70% Communication, school support from 63%(2021) to 70% Promoting positive behaviours from 75%(2021) to 80% Maintained or improved in School Connectedness from 88%(2021) to 90% Respect for Diversity from 92%(2021) An increase in parents completing Parent opinion survey from 8 in 2021 to 15 or more.</p>				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete an audit and documentation of current practices at Sherbourne PS using the RTI 3 level model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Explore the DET Mental Health menu with staff and make an action plan for effective use of resources in 2023.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$450.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,416.00	\$3,416.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$3,416.00	\$3,416.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Set up supporting assessment and planning documentation for Maths, number, to track growth across the year. eg planning documents, assessment schedule, assessment analysis as in Reading	\$1,000.00
Develop and consistently implement and moderate Common Assessment Tasks to measure and track growth in mathematical reasoning Year 2-6.	\$450.00
Participate in PLC training to further develop targeted teaching and understand its impact.	\$1,066.00
Introduction of learning walks and peer observation to monitor and empower consistency of implementation of	\$450.00

differentiated instructional model. (DSSI sustainability plan)	
Explore the DET Mental Health menu with staff and make an action plan for effective use of resources in 2023.	\$450.00
Totals	\$3,416.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Set up supporting assessment and planning documentation for Maths, number, to track growth across the year. eg planning documents, assessment schedule, assessment analysis as in Reading	from: Term 2 to: Term 4	\$1,000.00	✓ School-based staffing
Develop and consistently implement and moderate Common Assessment Tasks to measure and track growth in mathematical reasoning Year 2-6.	from: Term 2 to: Term 4	\$450.00	✓ School-based staffing
Participate in PLC training to further develop targeted teaching and understand its impact.	from: Term 3 to: Term 4	\$1,066.00	✓ School-based staffing ✓ Professional development (excluding CRT costs and new FTE) ✓ CRT
Introduction of learning walks and peer observation to monitor and empower consistency of implementation of differentiated	from: Term 1	\$450.00	✓ School-based staffing

instructional model. (DSSI sustainability plan)	to: Term 4		
Explore the DET Mental Health menu with staff and make an action plan for effective use of resources in 2023.	from: Term 3 to: Term 4	\$450.00	✅ School-based staffing
Totals		\$3,416.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Set up supporting assessment and planning documentation for Maths, number, to track growth across the year. eg planning documents, assessment schedule, assessment analysis as in Reading	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Work with students to re phrase differentiated instructional model into child friendly language in reading and maths to increase student agency in their learning and consistency of practice. (DSSI sustainability plan)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Participate in PLC training to further develop targeted teaching and understand its impact.	<input checked="" type="checkbox"/> Leadership Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site PLC training site to be advised.

Explore the DET Mental Health menu with staff and make an action plan for effective use of resources in 2023.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources DET Mental Health Menu	<input checked="" type="checkbox"/> On-site
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