**2022 Annual Implementation Plan**

**for improving student outcomes**

Oakleigh South Primary School (4823)



Submitted for review by Erik Albers (School Principal) on 13 December, 2021 at 05:04 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

## SSP Goals Targets and KIS

| Goal 1 | 2022 Priorities Goal<br>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. |
|---|---|
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a<br>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<br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Maximise student learning growth in literacy and numeracy. |
| Target 2.1 | By 2023, the percentage of students above benchmark growth as measured by NAPLAN will demonstrate continual improvement and increase in:<br><br>• Reading from 36% (2019) to 50%.<br>• Writing from 52% (2019) to 60%.<br>• Spelling from 47% (2019) to 55%.<br>• Grammar and Punctuation from 46% (2019) to 55%.<br>• Numeracy from 53% (2019) to 60%. |

| Target 2.2 | By 2023, the percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in the following areas:<br><br>• Reading from 84% (2019) to 87%<br>• Writing from 81% (2019) to 84%<br>• Numeracy from 80% (2019) to 83%.<br><br>By 2023, the percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in the following areas:<br><br>• Reading from 81% (2019) to 85%<br>• Writing from 53% (2019) to 60%<br>• Numeracy from 83% (2019) to 85%. |
|---|---|
| Target 2.3 | By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase:<br><br>• for collective efficacy from 89% (2019) to 91%<br>• for teacher collaboration from 73% (2019) to 80% or above. |
| Target 2.4 | By 2023, the percentages of students above expected levels according to teacher judgements, will increase for:<br><br>• for Reading from 64% (2019) to 75%<br>• for Writing from 48% (2019) to 60%<br>• for Number and Algebra from 65% (2019) to 75%. |
| Key Improvement Strategy 2.a | Build consistent and collaborative approaches to teaching and learning. |

| | |
|---|---|
| Building practice excellence | |
| **Key Improvement Strategy 2.b** Instructional and shared leadership | Build the instructional leadership capabilities of all staff. |
| **Key Improvement Strategy 2.c** Curriculum planning and assessment | Build staff capabilities to provide point of need teaching. |
| **Goal 3** | Improve student active participation in their learning. |
| **Target 3.1** | By 2023, the percentages of positive endorsement in the AToSS will increase:<br><br>• for stimulated learning from 82% (2019) to 86%<br>• for differentiated learning challenge from 84% (2019) to 88%<br>• for self-regulation and goal setting from 88% (2019) to 90%<br>• student voice and agency from 59% (2019) to 80%.<br><br>The percentage of students with 20 or more absence days will decrease from 27% (2019) to 20%. |
| **Target 3.2** | By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase:<br><br>• from 82% (2019) to 85% for student voice and agency.<br>• from 86% (2019) to 88% for stimulating learning environment. |
| **Target 3.3** | By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase for collective focus on student learning from 89% (2019) to 92%. |

| | |
|---|---|
| | |
| **Key Improvement Strategy 3.a**<br>Empowering students and building school pride | Develop a shared understanding of student voice, agency and leadership. |
| **Key Improvement Strategy 3.b**<br>Empowering students and building school pride | Embed the role of the student within the learning process. |
| **Key Improvement Strategy 3.c**<br>Intellectual engagement and self-awareness | Develop critical thinking and problem-solving skills through the use of STEM. |
| **Goal 4** | Enhance student wellbeing. |
| **Target 4.1** | By 2023 the percentages of positive endorsement in the AToSS will increase:<br><br>• for student motivation and interest from 83% (2019) to 86%.<br>• for teacher concern from 69% (2019) to 77%.<br>• for resilience from 78% (2019) to 84%.<br>• for effective classroom behaviour from 83% (2019) to 90%. |
| **Target 4.2** | By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase:<br><br>• for student motivation and support from 78% (2019) to 82%<br>• for confidence and resiliency skills from 87% to 89%<br>• for managing bullying from 87% to 89%. |

| | |
|---|---|
| **Key Improvement Strategy 4.a**<br>Health and wellbeing | Build student resilience. |
| **Key Improvement Strategy 4.b**<br>Setting expectations and promoting inclusion | Enhance opportunities across the school to promote holistic learning. |

## Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| 2022 Priorities Goal<br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | Yes | Support for the 2022 Priorities | The proportion of students assessed at or above expected level (Victorian Curriculum) according to teacher judgments in Reading & Viewing, Writing, and Number & Algebra will be similar to or greater than 2021 data.<br><br>By the end of 2022, all students participating in the TLI will have achieved at least 12 months learning growth according to teacher judgements (Victorian Curriculum) in the targeted curriculum area.<br><br>By the end of 2022, the PAT scaled scores of identified students in the TLI program will increase by a minimum of 5 scaled points in the Progressive Achievement Tests (PAT) in Reading and/or Maths.<br><br>The percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-78%), |

| | | | Grammar and Punctuation (2021-86%), Reading (2021-83%), Writing (2021-85%) and Numeracy (2021-79%). The percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-71%), Grammar and Punctuation (2021-74%), Reading (2021-76%), Writing (2021-54%) and Numeracy (2021-74%).

The percentages of positive endorsement in the School Staff Survey (SSS) for collective efficacy (2021-92%), academic emphasis (2021-92%) and teacher collaboration (2021-71%) will be similar to or greater than 2021 data.

The percentages of positive endorsement in the AtoSS for Advocate at school (2021-89%), Not Experience of bullying (2021-88%), Respect for Diversity (2021-80%), Emotional awareness and regulation (2021-69%) and School connectedness (2021-87%) will be similar to or greater than 2021 data.

The percentage of students with chronic absences (20 or more absence days) will be less than 10%. |
|---|---|---|---|

| Maximise student learning growth in literacy and numeracy. | No | By 2023, the percentage of students above benchmark growth as measured by NAPLAN will demonstrate continual improvement and increase in: <br><br> • Reading from 36% (2019) to 50%. <br> • Writing from 52% (2019) to 60%. <br> • Spelling from 47% (2019) to 55%. <br> • Grammar and Punctuation from 46% (2019) to 55%. <br> • Numeracy from 53% (2019) to 60%. | |
| --- | --- | --- | --- |
| | | By 2023, the percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in the following areas: <br><br> • Reading from 84% (2019) to 87% <br> • Writing from 81% (2019) to 84% <br> • Numeracy from 80% (2019) to 83%. <br><br> By 2023, the percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in the following areas: <br><br> • Reading from 81% (2019) to 85% <br> • Writing from 53% (2019) to 60% <br> • Numeracy from 83% (2019) to 85%. | |
| | | By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase: <br><br> • for collective efficacy from 89% (2019) to 91% | |

| | | | |
|---|---|---|---|
| | | • for teacher collaboration from 73% (2019) to 80% or above. | |
| | | By 2023, the percentages of students above expected levels according to teacher judgements, will increase for: <br><br> • for Reading from 64% (2019) to 75% <br> • for Writing from 48% (2019) to 60% <br> • for Number and Algebra from 65% (2019) to 75%. | |
| Improve student active participation in their learning. | Yes | By 2023, the percentages of positive endorsement in the AToSS will increase: <br><br> • for stimulated learning from 82% (2019) to 86% <br> • for differentiated learning challenge from 84% (2019) to 88% <br> • for self-regulation and goal setting from 88% (2019) to 90% <br> • student voice and agency from 59% (2019) to 80%. <br><br> The percentage of students with 20 or more absence days will decrease from 27% (2019) to 20%. | The percentages of positive endorsement in the AToSS for stimulated learning (2021-81%), differentiated learning challenge (2021-88%), self-regulation and goal setting (2021-86%), and student voice and agency (2021-61%), Attitudes to Attendance (2021-90%), and Sense of confidence (2021-77%) will be similar to or greater than 2021 data. |
| | | By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase: <br><br> • from 82% (2019) to 85% for student voice and agency. | The percentages of positive endorsement in the Parent Opinion Survey (POS) for student voice and agency (2021-78%) and stimulating |

| | | | |
|---|---|---|---|
| | | • from 86% (2019) to 88% for stimulating learning environment. | learning environment (2021-87%) will be similar to or greater than 2021 data. |
| | | By 2023, the percentages of positive endorsement in the School Staff Survey (SSS) will increase for collective focus on student learning from 89% (2019) to 92%. | The percentages of positive endorsement in the School Staff Survey (SSS) for Collective focus on student learning (2021-91%) will be similar to or greater than 2021 data. |
| Enhance student wellbeing. | No | By 2023 the percentages of positive endorsement in the AToSS will increase: <br><br>• for student motivation and interest from 83% (2019) to 86%. <br>• for teacher concern from 69% (2019) to 77%. <br>• for resilience from 78% (2019) to 84%. <br>• for effective classroom behaviour from 83% (2019) to 90%. | |
| | | By 2023, the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase: <br><br>• for student motivation and support from 78% (2019) to 82% <br>• for confidence and resiliency skills from 87% to 89% <br>• for managing bullying from 87% to 89%. | |

| Goal 1 | 2022 Priorities Goal<br>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. |
|---|---|
| **12 Month Target 1.1** | The proportion of students assessed at or above expected level (Victorian Curriculum) according to teacher judgments in Reading & Viewing, Writing, and Number & Algebra will be similar to or greater than 2021 data.<br><br>By the end of 2022, all students participating in the TLI will have achieved at least 12 months learning growth according to teacher judgements (Victorian Curriculum) in the targeted curriculum area.<br><br>By the end of 2022, the PAT scaled scores of identified students in the TLI program will increase by a minimum of 5 scaled points in the Progressive Achievement Tests (PAT) in Reading and/or Maths.<br><br>The percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-78%), Grammar and Punctuation (2021-86%), Reading (2021-83%), Writing (2021-85%) and Numeracy (2021-79%).<br>The percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-71%), Grammar and Punctuation (2021-74%), Reading (2021-76%), Writing (2021-54%) and Numeracy (2021-74%).<br><br>The percentages of positive endorsement in the School Staff Survey (SSS) for collective efficacy (2021-92%), academic emphasis (2021-92%) and teacher collaboration (2021-71%) will be similar to or greater than 2021 data.<br><br>The percentages of positive endorsement in the AtoSS for Advocate at school (2021-89%), Not Experience of bullying (2021-88%), Respect for Diversity (2021-80%), Emotional awareness and regulation (2021-69%) and School connectedness (2021-87%) will be similar to or greater than 2021 data.<br><br>The percentage of students with chronic absences (20 or more absence days) will be less than 10%. |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 1**<br>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**<br>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. | |
| **Goal 2** | Improve student active participation in their learning. | |
| **12 Month Target 2.1** | The percentages of positive endorsement in the AToSS for stimulated learning (2021-81%), differentiated learning challenge (2021-88%), self-regulation and goal setting (2021-86%), and student voice and agency (2021-61%), Attitudes to Attendance (2021-90%), and Sense of confidence (2021-77%) will be similar to or greater than 2021 data. | |
| **12 Month Target 2.2** | The percentages of positive endorsement in the Parent Opinion Survey (POS) for student voice and agency (2021-78%) and stimulating learning environment (2021-87%) will be similar to or greater than 2021 data. | |
| **12 Month Target 2.3** | The percentages of positive endorsement in the School Staff Survey (SSS) for Collective focus on student learning (2021-91%) will be similar to or greater than 2021 data. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| **KIS 1** | Develop a shared understanding of student voice, agency and leadership. | Yes |

| Empowering students and building school pride | | |
|---|---|---|
| **KIS 2**<br>Empowering students and building school pride | Embed the role of the student within the learning process. | No |
| **KIS 3**<br>Intellectual engagement and self-awareness | Develop critical thinking and problem-solving skills through the use of STEM. | 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. | Throughout 2021, the school continued to support the school's current Strategic Plan goal to improve student active participation in their learning, through developing critical thinking and problem-solving skills through the use of STEM. The Digital Technologies and Science Specialists were involved in the "Design2Innovate: Introduction to Design Thinking" Professional Learning program. Following this, STEM Specialists implemented Design Thinking into their teaching and learning programs where students participated in STEM based activities and were provided with opportunities to collaborate and share their learning to support the development of capabilities in Design Thinking. To support the Oakleigh Education Plan vision 'To create a student-focused Learning Precinct that connects three schools engaged in collaborative STEM teaching and learning', the school felt it was important l to continue with its work into 2022.<br>The school's 2021 Attitudes to School Survey data also indicated that we had an improvement in percentage positive responses around Student voice and agency, 61% (2020-55%), however, further work was required in this area in 2022. Members of the SIT attended the Amplify professional learning series through Arc in 2021.Through learnings of the 5 online modules, the SIT will work with staff to establish a common understanding of Student Voice, Agency and Leadership at Oakleigh South Primary School, evaluate current practice, and create opportunities for SVAL in the school. | |

## Define Actions, Outcomes and Activities

| Goal 1 | **2022 Priorities Goal**<br>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. |
| --- | --- |
| **12 Month Target 1.1** | The proportion of students assessed at or above expected level (Victorian Curriculum) according to teacher judgments in Reading & Viewing, Writing, and Number & Algebra will be similar to or greater than 2021 data.<br><br>By the end of 2022, all students participating in the TLI will have achieved at least 12 months learning growth according to teacher judgements (Victorian Curriculum) in the targeted curriculum area.<br><br>By the end of 2022, the PAT scaled scores of identified students in the TLI program will increase by a minimum of 5 scaled points in the Progressive Achievement Tests (PAT) in Reading and/or Maths.<br><br>The percentage of Year 3 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-78%), Grammar and Punctuation (2021-86%), Reading (2021-83%), Writing (2021-85%) and Numeracy (2021-79%). The percentage of Year 5 students in the top two bands as measured by NAPLAN will increase in all areas compared to 2021 data: Spelling (2021-71%), Grammar and Punctuation (2021-74%), Reading (2021-76%), Writing (2021-54%) and Numeracy (2021-74%).<br><br>The percentages of positive endorsement in the School Staff Survey (SSS) for collective efficacy (2021-92%), academic emphasis (2021-92%) and teacher collaboration (2021-71%) will be similar to or greater than 2021 data.<br><br>The percentages of positive endorsement in the AtoSS for Advocate at school (2021-89%), Not Experience of bullying (2021-88%), Respect for Diversity (2021-80%), Emotional awareness and regulation (2021-69%) and School connectedness (2021-87%) will be similar to or greater than 2021 data.<br><br>The percentage of students with chronic absences (20 or more absence days) will be less than 10%. |

| KIS 1<br>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** | Embed the school's instructional model, Explicit Teaching - Gradual Release of Responsibility, incorporating HITS to support high quality teaching and learning in Literacy and Numeracy.<br>Develop consistent and high-quality teaching and learning plans in Numeracy (P-6) that demonstrate effective differentiated planning and point of need teaching.<br>Continue to develop data literacy (PAT/Essential Assessment) of teachers to inform planning, monitor progress, and target interventions for student learning, especially for students achieving above and below the age-equivalent expectations (Victorian Curriculum) in Numeracy. |
| **Outcomes** | Students will:<br>* use SMART Spelling terminology and strategies during spelling and writing sessions.<br>* set individual learning goals in Literacy and Numeracy and monitor their progress.<br>* demonstrate improvement in English/Mathematics understandings/performance (PAT R, PAT M, Essential Assessment, and Teacher Judgements).<br>* be able to articulate aspects of their learning, such as the LI & SC, their learning goals.<br>Teachers will:<br>* draw on a variety of Professional Learning to improve their teaching practice in Literacy and Numeracy.<br>* feel more confident with the implementation of the SMART Spelling program within their Literacy sessions.<br>* implement the school's agreed instructional model during Literacy and Numeracy sessions.<br>* use HITS consistently and effectively throughout the teaching and learning program in Literacy and Numeracy, and reflect on classroom practice.<br>* have increased their knowledge and understanding of the Mathematics Proficiencies and provide opportunities for students to develop these skills in the teaching and learning program.<br>* have participated in peer observation linked to Literacy and Numeracy at least twice a term.<br>* identify students in need of targeted academic support, collaborate with tutors to develop IEP's, set learning goals, plan teaching and learning programs, and monitor and evaluate student progress.<br>* use PAT/Essential Assessment data reports to understand where students are at in their learning, identify gaps, determine the next steps, set student goals and plan differentiated learning opportunities in Literacy and Numeracy.<br>Leaders will:<br>* share SMART Spelling implementation reflections at SIT meetings.<br>* provide quality PL to teachers in Literacy and Numeracy. |

| | * monitor and hold staff accountable for the consistent implementation of the school's instructional model.<br>* participate in learning walks to discuss student learning.<br>* monitor and evaluate individual, student, cohort and whole school data. |
|---|---|
| **Success Indicators** | The following data and evidence will be used to measure the success of the specific outcomes listed:<br>* Improved NAPLAN data (students in top 2 bands).<br>* Improved School Staff Survey data around the component of teacher collaboration.<br>* Peer Observation and Feedback reflections.<br>* Learning Walk observational notes.<br>* Visible Individual Student Learning Goals<br>* Teachers' formative assessment records and observations of student progress.<br>* Progress against Individual Education Plans (IEP's).<br>* Moderated writing assessment pieces.<br>* SIT, PLT and Team meeting minutes.<br>* Weekly and Term planning documentation (P-6) highlighting differentiation in Literacy and Numeracy.<br>* Cohort data analysis reports. |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Whole school curriculum day for teachers in the SMART Spelling Approach. The professional learning will focus on developing a deeper understanding of the SMART Spelling Approach to implement into classroom practice. | ☑ Assistant Principal<br>☑ Literacy Leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $7,500.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| Create Literacy and Numeracy Action Plans to support whole school goals and improvement strategies. | ☑ Assistant Principal<br>☑ Learning Specialist(s)<br><br>☑ PLT Leaders | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Engage the services of Bill Hisheh, DET Data Coach, to provide Professional learning to the OSPS & SOSC School Improvement Teams related to PAT Achievement and Growth (Panorama Dashboard) to identify areas for whole school improvement, build data literacy skills and support school transitions as part of the OEP. | ☑ Assistant Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule and provide Numeracy and Literacy Professional learning sessions/workshops in Reading (Renaissance Learning), Writing (7 Steps – Part 2), Spelling (SMART Spelling), Formative Assessment tools, Essential Assessment, PAT Data Analysis, Numeracy Learning | ☑ Assistant Principal<br>☑ Learning Specialist(s)<br><br>☑ PLT Leaders | ☑ PLP Priority | from:<br>Term 1 | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| Progressions and Numeracy Proficiencies (Understanding, Fluency, Problem Solving, Reasoning). | | | to: Term 4 | ☐ Equity funding will be used <br><br> ☐ Disability Inclusion Tier 2 Funding will be used <br><br> ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff to participate in scheduled writing moderation sessions. There will be one whole school writing moderation session per term to support vertical collaboration and consistency in assessment practices. | ☑ Assistant Principal <br> ☑ Learning Specialist(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used <br><br> ☐ Disability Inclusion Tier 2 Funding will be used <br><br> ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Support staff with the implementation of the school's instruction model, Explicit Teaching - Gradual Release of Responsibility, high quality instructional practices in Literacy and Numeracy through a Peer Observation schedule. Teachers to participate in at least one Literacy and one Numeracy Peer Observation per term. | ☑ Assistant Principal <br> ☑ Learning Specialist(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|
| Schedule regular, Vertical (Professional Learning Teams & Junior/Senior Teams) and Horizontal team (Year Level Teams) meetings to support collaboration and consistency in practice, share ideas and resources. | ☑ Assistant Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Monitor the implementation of the SMART Spelling Approach program as a consistent, structured approach to the teaching and learning of spelling (P-6). | ☑ Leadership Team<br>☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|
| Revisit and strengthen the use of the High Impact Teaching Strategies 'Setting Goals', 'Feedback' 'Metacognitive Strategies', 'Questioning', 'Multiple Exposures', 'Collaborative Learning' and 'Differentiated Teaching' and ensure they are consistently and effectively applied throughout the teaching and learning program in Literacy and Numeracy. | ☑ Assistant Principal ☑ Learning Specialist(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | | $0.00 <br><br> ☐ Equity funding will be used <br> ☐ Disability Inclusion Tier 2 Funding will be used <br> ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continue to provide additional student support through the TLI to prioritise and target students in Literacy and Numeracy. | ☑ Assistant Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | | $194,000.00 <br><br> ☐ Equity funding will be used <br> ☐ Disability Inclusion Tier 2 Funding will be used <br> ☐ Schools Mental Health Menu items will be used which |

| | | | | may include DET funded or free items |
|---|---|---|---|---|
| Provide Professional learning for new tutors on the school's expectations, priorities and goals for the TLI and support the tutor to develop an understanding and build their capabilities in the school's instructional model, HITS, child safe standards and assessment practices. | ☑ Assistant Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide opportunities for teachers and tutors to work collaboratively to identify students with additional needs using assessment data, create IEPs, plan sequences of lessons in Literacy and Numeracy at point of need with clear learning goals, and monitor and evaluate progress made. | ☑ Assistant Principal ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| Provide teacher support to prioritise and target our at risk students in Literacy and Numeracy through the school's teaching at point of need maths and writing groups, as well as selected literacy intervention programs such as the year 1 'MiniLit' intervention program. | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $200,000.00 <br> ☑ Equity funding will be used <br> ☑ Disability Inclusion Tier 2 Funding will be used <br> ☑ 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** | Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing. <br> Support students to re-engage with school post lockdown through Specialist Subject areas (Arts, Health & Physical Education, Japanese, STEM and Sustainability) and extra-curricular areas. |
| **Outcomes** | Students will: <br> * demonstrate greater self-efficacy, confidence, and resilience. <br> * successfully regulate their emotions, thoughts, and behaviours in different situations through strategies taught in TRP and 4 R's. <br> * reflect on positive changes in their GEM journals and student report comments. <br> * partake in class discussions using consistent emotional literacy language. <br> Teachers will: <br> * promote, model behaviours and use common language relative to the Resilience Project, 4 R's and Growth Mindset. <br> * promote GEM in the weekly newsletter when their year level is rostered on. <br> * promote calendar celebrations and what they mean through classroom activities and discussions (NAIDOC week, Harmony Day, RUOK Day etc). <br> * share a common understanding and support Oakleigh South Primary School's whole school approach to wellbeing through the |

| | school's extra-curricula programs, events and activities.<br>Leaders will:<br>* communicate 'The Resilience Project' with the school community through information in school newsletter and invite the community to attend 'The Resilience Project' forums.<br>* include wellbeing lessons in weekly planning and agenda.<br>* model wellbeing lessons during peer observations.<br>* promote, model behaviours and use common language relative to the Resilience Project, 4 R's and Growth Mindset.<br>* analyse the Resilience Youth Survey for Students data and identify strengths and areas for improvement to support student resilience, mental health and wellbeing.<br>* promote, support and re-establish/create new extra-curricula programs, events and activities to support student engagement and wellbeing.<br>* conduct walkthroughs during wellbeing lessons.<br>* review and document staff roles and responsibilities. |
|---|---|
| **Success Indicators** | The following data and evidence will be used to measure the success of the specific outcomes listed:<br>* Improved positive endorsement in the School Staff Survey (SSS) especially with teacher collaboration.<br>* Improved positive endorsement in the AtoSS especially with regards to Emotional awareness and regulation and Self-regulation and goal setting.<br>* Improved Attendance data.<br>* Learning Walk observational notes.<br>* Teachers observational notes highlight improvement in conflict management, consistency of language and self-regulation.<br>* SIT meeting minutes.<br>* PLT meeting minutes.<br>* Documented Staff Professional Learning attendance.<br>* Weekly and Term planning documentation.<br>* feedback forms.<br>* Student survey documentation.<br>* Revised Student Wellbeing and Engagement Policy documentation.<br>* Documented extra-curricula programs/clubs/events/activities.<br>* Student participation/attendance/engagement during extra-curricula health and wellbeing programs/activities.<br>* Documented staff roles and responsibilities. |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Leadership and members of the Wellbeing PLT will participate in Professional Learning delivered by TRP facilitators on best practice implementation of the TRP program within our school prior to the Program Implementation Presentations to staff, students and the parent community. | ☑ Leadership Team ☑ School Improvement Team ☑ Wellbeing Team | ☑ PLP Priority | from: Term 1 to: Term 1 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule TRP in Action Professional learning facilitated by TRP Education Team to support implementation and guiding principles of the program. | ☑ Leadership Team ☑ Teacher(s) ☑ Wellbeing Team | ☑ PLP Priority | from: Term 1 to: Term 1 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| | | | | |
|---|---|---|---|---|
| Schedule and administer the Resilient Youth Survey across the school (P-6) and engage with TRP Team to analyse school results and provide guidance and ideas for improvement in wellbeing outcomes. | ☑ Assistant Principal<br>☑ School Improvement Team<br>☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teachers, students and the parent community will participate in the Resilience Project Presentations facilitated by Martin Heppell (TRP) that will provide practical, evidence-based, positive mental health strategies to build resilience and happiness within the school community, and create strong links between home and school with the principles of TRP. | ☑ All Staff<br>☑ Student(s)<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $22,000.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review the school's Student Wellbeing and Engagement Policy. | ☑ Assistant Principal<br>☑ Leadership Team<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 2 | $0.00 |

| | | | to:<br>Term 4 | ☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Year levels to timetable the explicit teaching of SEL on a weekly basis, which includes the Resilience Project and 4 R's (Resilience, rights and respectful relationships). | ☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Monitor the implementation of the Resilience Project and 4 R's for consistency across the school and identify activities to further support the program implementation such as GEM Awards, Mindful Mondays, etc... | ☑ Assistant Principal<br>☑ Leadership Team<br><br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule and participate in session 2 of CUST (Community Understanding and Safety Training) and drawing on the information provided during training, develop possible classroom and school-wide actions that support the vision of Marrung. | ☑ Assistant Principal ☑ Leadership Team ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 1 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Student Voice Leaders to create a student survey for students to gather data on how the school can support student engagement and wellbeing at school. | ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | |
|---|---|---|---|---|
| | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create new and re-establish previous whole school extra-curricula programs (lunchtime/after school), events, clubs and activities such as Running Club, Code Club, Art Club, Tech Club, Choir, Movie Club, Colour Run, etc.. with support from staff to further support student health, engagement and wellbeing. | ☑ Leadership Team<br>☑ Student Leadership Coordinator<br>☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br>☐ Disability Inclusion Tier 2 Funding will be used<br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| Goal 2 | Improve student active participation in their learning. |
|---|---|
| **12 Month Target 2.1** | The percentages of positive endorsement in the AToSS for stimulated learning (2021-81%), differentiated learning challenge (2021-88%), self-regulation and goal setting (2021-86%), and student voice and agency (2021-61%), Attitudes to Attendance (2021-90%), and Sense of confidence (2021-77%) will be similar to or greater than 2021 data. |
| **12 Month Target 2.2** | The percentages of positive endorsement in the Parent Opinion Survey (POS) for student voice and agency (2021-78%) and stimulating learning environment (2021-87%) will be similar to or greater than 2021 data. |
| **12 Month Target 2.3** | The percentages of positive endorsement in the School Staff Survey (SSS) for Collective focus on student learning (2021-91%) will be similar to or greater than 2021 data. |
| **KIS 1** | Develop a shared understanding of student voice, agency and leadership. |

| Empowering students and building school pride | |
|---|---|
| **Actions** | Review existing processes to capture the school's views and understandings of student voice, agency and leadership.<br>Provide opportunities to support the development of student voice, agency and leadership in the classroom and school. |
| **Outcomes** | Teachers will:<br>* clearly articulate what 'student voice and agency' means and how it applies in the Oakleigh South Primary School context.<br>* participate in rich discussions, collaborate and implement actions that will empower student learning, utilising the Amplify Toolkit.<br>* reflect on their practice and explore opportunities where student voice, agency and leadership can be improved and adjustments made in the classroom.<br>* further develop their understanding of the HITS that specifically focus on building student voice and agency in the classroom (Setting Goals, Collaborative Learning, Questioning, Feedback, Metacognitive strategies) and implementing into classroom practice.<br>* collaborate with students to identify and plan future learning goals in Literacy, Numeracy and Wellbeing.<br>* design feedback forms for students.<br>Students will:<br>* articulate their learning goals and how they will know if they have successfully achieved their goals and what they need to learn at the next level.<br>* co-construct student leadership roles and responsibilities.<br>* provide feedback to their teacher on the teaching and learning program.<br>Leaders will:<br>* provide professional learning activities which build staff understanding of student voice, agency and engagement in learning.<br>* support teachers and students to collaborate and plan how they will improve student voice, agency and leadership in the classroom.<br>* participate in learning walks to talk with students to discuss their learning. |
| **Success Indicators** | The following data and evidence will be used to measure the success of the specific outcomes listed:<br>* Improved  AToSS results in the following areas; Sense of confidence, Student voice and agency, Attitudes to Attendance, Self-regulation and goal setting.<br>* Learning Walk observational notes<br>* SIT meeting minutes<br>* PLT meeting minutes |

| | * Staff PDPs<br>* Weekly and Term planning documentation<br>* Visible Individual Student Learning Goals<br>* feedback forms |
|---|---|

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Provide Professional Learning to develop a clear understanding of what 'student voice and agency' means and how it applies at Oakleigh South Primary School. | ☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Explore and utilise AMPLIFY Toolkit as a resource to support teachers to develop a shared understanding of Student Voice, Agency and Leadership and implementation ideas in the classroom and school. | ☑ Assistant Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items |

| | | | | |
|---|---|---|---|---|
| | | | | will be used which may include DET funded or free items |
| Provide PL to review HITS that support SVAL and consistently implement these into the teaching and learning programs in all curriculum areas. HITS to be targeted include, Setting goals, Collaborative learning, Questioning, Metacognitive strategies and Feedback. | ☑ Assistant Principal ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used <br><br> ☐ Disability Inclusion Tier 2 Funding will be used <br><br> ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide opportunities for students to give feedback to peers and teachers and use student feedback to diagnose issues and improve teaching practice, and teaching and learning programs. | ☑ Student(s) ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used <br><br> ☐ Disability Inclusion Tier 2 Funding will be used <br><br> ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| | | | | |
|---|---|---|---|---|
| Teachers and students co-create appropriate learning goals in Literacy, Numeracy and Wellbeing, and strategies to support progress to attain these learning goals. | ☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Design a Student Survey (through Google Form) similar to the Year 4-6 AtoSS, for Year 2 and 3 students to provide opportunities for students to give feedback to teachers and use this feedback to diagnose issues and improve teaching practice, and teaching and learning programs. | ☑ School Improvement Team<br>☑ Team Leader(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continue to provide opportunities for students to give feedback (through Google Form Surveys) to teachers and use this feedback to diagnose issues and improve teaching practice, and teaching and learning programs. | ☑ Teacher(s)<br>☑ Team Leader(s) | ☐ PLP Priority | from:<br>Term 1 | $0.00 |

| | | | | | to:<br>Term 4 | ☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|---|
| Specialist teachers, selected Year 6 teachers and student leaders to review and co-construct roles and responsibilities of student leadership positions. | ☑ Student(s)<br>☑ Teacher(s) | | ☐ PLP Priority | | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| KIS 2<br>Intellectual engagement and self-awareness | Develop critical thinking and problem-solving skills through the use of STEM. |
|---|---|
| **Actions** | Develop teacher capabilities in the teaching and learning of the Design Thinking process with a focus on improving students critical thinking and problem-solving skills. |

| | Continue to develop and foster local community relationships through the delivery of the Oakleigh Education Plan and integration of organisations such as Robo Gals.<br>Implement the school's Cyber Safety program 'P.A.S.S' through the school's STEM and Wellbeing Teams. |
|---|---|
| **Outcomes** | Students will:<br>* become familiar with and use the language of design thinking.<br>* use design thinking elements in a variety of subject areas.<br>* develop empathy and understanding for problems/scenarios.<br>* have improved collaboration and critical thinking skills.<br>* develop independence and an ability to 'control' problems that arise with teacher guidance.<br>* exhibit appropriate safe and responsible behaviours with the use of ICT and improved digital literacy skills through the school's cyber safety program.<br>Teachers will:<br>* become familiar with and use the language of design thinking - appropriate to their year level.<br>* implement design thinking elements in a variety of subject areas.<br>* will deliver the 4 OSPS PASS lessons.<br>review curriculum documents<br>Leaders will:<br>* support teacher learning and delivery of the programs.<br>* provide opportunities for Professional Learning.<br>* oversee changes and the implementation of year level programs.<br>* participate in learning walks to discuss the design thinking processes with students.<br>* develop community relationships and explore new partnerships in STEM. |
| **Success Indicators** | The following data and evidence will be used to measure the success of the specific outcomes listed:<br>* Improved  AToSS results in the following areas; Stimulated learning, Differentiated learning challenge and student voice and agency.<br>* Learning Walk observational notes.<br>* SIT meeting minutes.<br>* PLT meeting minutes.<br>* Staff PDPs.<br>* student feedback forms.<br>* Improved PAT Science data in Year 3-6. |

| | * Weekly and Term planning documentation incorporating design thinking language.<br>* Documented STEM Units in line with the Victorian Curriculum (P-6).<br>* New partnerships in STEM.<br>* Whole school Design Thinking Expo.<br>* Documented cyber safety PASS program. |
|---|---|

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Schedule and organize Professional learning on Design Thinking. | ☑ Learning Specialist(s)<br>☑ PLT Leaders<br>☑ STEM Coordinator | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish 'Design Thinking Champions' to deliver and develop tools and learning opportunities, and help drive teacher advocacy across year level teams. | ☑ PLT Leaders<br>☑ School Improvement Team<br>☑ STEM Coordinator<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | |
|---|---|---|---|---|
| | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create opportunities to integrate the Design Thinking process through the delivery of STEM and relevant classroom based lessons. | ☑ Assistant Principal<br>☑ STEM Coordinator<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create teacher resources around the Design Thinking process. | ☑ PLT Leaders<br>☑ STEM Coordinator<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which |

| | | | | | may include DET funded or free items |
|---|---|---|---|---|---|
| Provide Professional learning delivered by the PASS Team to staff on the Cyber Safety program 'P.A.S.S' for implementation across all year levels. | ☑ PLT Leaders<br>☑ STEM Coordinator<br>☑ Teacher(s)<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items | |
| Conduct a school focused Design Thinking Expo to promote Community Engagement in learning and access to the school's digital learning space and showcase the school's implementation of its STEM Initiative, such as robotics, coding and digital systems. | ☑ Leadership Team<br>☑ PLT Leaders<br>☑ STEM Coordinator<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 3<br>to:<br>Term 3 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items | |

| Establish new opportunities to collaborate with OEP partners through the delivery of STEM and robotics activities and Community relationships beyond RoboGals. | ☑ Assistant Principal<br>☑ Principal<br>☑ STEM Coordinator | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Design STEM assessment for students. | ☑ PLT Leaders<br>☑ STEM Coordinator<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ 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 | $20,697.00 | $200,000.00 | -$179,303.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $20,697.00 | $200,000.00 | -$179,303.00 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|---|
| Provide teacher support to prioritise and target our at risk students in Literacy and Numeracy through the school's teaching at point of need maths and writing groups, as well as selected literacy intervention programs such as the year 1 'MiniLit' intervention program. | $200,000.00 |
| **Totals** | $200,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Provide teacher support to prioritise and target our at risk students in Literacy and Numeracy through the school's teaching at | from: Term 1 to: Term 4 | $200,000.00 | ☑ School-based staffing |

| | | | |
|---|---|---|---|
| point of need maths and writing groups, as well as selected literacy intervention programs such as the year 1 'MiniLit' intervention program. | | | |
| **Totals** | | $200,000.00 | |

## 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 |
|---|---|---|---|---|---|---|
| Whole school curriculum day for teachers in the SMART Spelling Approach. The professional learning will focus on developing a deeper understanding of the SMART Spelling Approach to implement into classroom practice. | ☑ Assistant Principal ☑ Literacy Leader | from: Term 1 to: Term 1 | ☑ Curriculum development | ☑ Whole School Pupil Free Day | ☑ External consultants SMART Spelling - Michelle Hutchison | ☑ On-site |
| Engage the services of Bill Hisheh, DET Data Coach, to provide Professional learning to the OSPS & SOSC School Improvement Teams related to PAT Achievement and Growth (Panorama Dashboard) to identify areas for whole school improvement, build data literacy skills and support school transitions as part of the OEP. | ☑ Assistant Principal | from: Term 1 to: Term 1 | ☑ Moderated assessment of student learning | ☑ Network Professional Learning | ☑ School improvement partnerships | ☑ On-site |
| Schedule and provide Numeracy and Literacy Professional learning sessions/workshops in | ☑ Assistant Principal ☑ Learning Specialist(s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting | ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Reading (Renaissance Learning), Writing (7 Steps – Part 2), Spelling (SMART Spelling), Formative Assessment tools, Essential Assessment, PAT Data Analysis, Numeracy Learning Progressions and Numeracy Proficiencies (Understanding, Fluency, Problem Solving, Reasoning). | ☑ PLT Leaders | | | | ☑ External consultants<br><br>Essential Assessments - Jane Susak 7 Steps to Writing Success Facilitator (9521 8439) Renaissance Learning Consultants<br><br>☑ Departmental resources<br><br>Birth to Level 10 Numeracy Guide | |
| Staff to participate in scheduled writing moderation sessions. There will be one whole school writing moderation session per term to support vertical collaboration and consistency in assessment practices. | ☑ Assistant Principal<br>☑ Learning Specialist(s) | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ Learning Specialist<br>☑ Literacy Leaders | ☑ On-site |
| Schedule regular, Vertical (Professional Learning Teams & Junior/Senior Teams) and Horizontal team (Year Level Teams) meetings to support collaboration and consistency in practice, share ideas and resources. | ☑ Assistant Principal | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning<br>☑ Curriculum development<br>☑ Formalised PLC/PLTs | ☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ Learning Specialist<br>☑ Literacy Leaders | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Revisit and strengthen the use of the High Impact Teaching Strategies 'Setting Goals', 'Feedback' 'Metacognitive Strategies', 'Questioning', 'Multiple Exposures', 'Collaborative Learning' and 'Differentiated Teaching' and ensure they are consistently and effectively applied throughout the teaching and learning program in Literacy and Numeracy. | ☑ Assistant Principal<br>☑ Learning Specialist(s) | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Collaborative Inquiry/Action Research team<br><br>☑ Peer observation including feedback and reflection | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Provide Professional learning for new tutors on the school's expectations, priorities and goals for the TLI and support the tutor to develop an understanding and build their capabilities in the school's instructional model, HITS, child safe standards and assessment practices. | ☑ Assistant Principal | from: Term 1 to: Term 4 | ☑ Formalised PLC/PLTs | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |
| Leadership and members of the Wellbeing PLT will participate in Professional Learning delivered by TRP facilitators on best practice implementation of the TRP | ☑ Leadership Team<br>☑ School Improvement Team | from: Term 1 to: Term 1 | ☑ Planning<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants<br>The Resilience Project facilitators | ☑ On-site |

| program within our school prior to the Program Implementation Presentations to staff, students and the parent community. | ☑ Wellbeing Team | | | | | |
|---|---|---|---|---|---|---|
| Schedule TRP in Action Professional learning facilitated by TRP Education Team to support implementation and guiding principles of the program. | ☑ Leadership Team<br>☑ Teacher(s)<br>☑ Wellbeing Team | from:<br>Term 1<br>to:<br>Term 1 | ☑ Planning<br>☑ Preparation<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants<br>The Resilience Project facilitators | ☑ On-site |
| Teachers, students and the parent community will participate in the Resilience Project Presentations facilitated by Martin Heppell (TRP) that will provide practical, evidence-based, positive mental health strategies to build resilience and happiness within the school community, and create strong links between home and school with the principles of TRP. | ☑ All Staff<br>☑ Student(s)<br>☑ Wellbeing Team | from:<br>Term 1<br>to:<br>Term 1 | ☑ Planning<br>☑ Preparation<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants<br>The Resilience Project facilitators | ☑ On-site |
| Schedule and participate in session 2 of CUST (Community Understanding | ☑ Assistant Principal | from:<br>Term 1 | ☑ Planning<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ School improvement partnerships | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| and Safety Training) and drawing on the information provided during training, develop possible classroom and school-wide actions that support the vision of Marrung. | ☑ Leadership Team<br>☑ Teacher(s) | to:<br>Term 1 | | | ☑ Network Professional Learning | |
| Provide Professional Learning to develop a clear understanding of what 'student voice and agency' means and how it applies at Oakleigh South Primary School. | ☑ School Improvement Team | from:<br>Term 1<br>to:<br>Term 2 | ☑ Planning<br>☑ Curriculum development<br>☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ Departmental resources<br>Amplify | ☑ On-site |
| Explore and utilise AMPLIFY Toolkit as a resource to support teachers to develop a shared understanding of Student Voice, Agency and Leadership and implementation ideas in the classroom and school. | ☑ Assistant Principal<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Planning<br>☑ Curriculum development<br>☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ Departmental resources<br>Amplify | ☑ On-site |
| Provide PL to review HITS that support SVAL and consistently implement these into the teaching and learning programs in all curriculum areas. HITS to be targeted include, Setting goals, Collaborative learning, | ☑ Assistant Principal<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Curriculum development<br>☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |

| Questioning, Metacognitive strategies and Feedback. | | | | | | |
|---|---|---|---|---|---|---|
| Schedule and organize Professional learning on Design Thinking. | ☑ Learning Specialist(s) ☑ PLT Leaders ☑ STEM Coordinator | from: Term 1 to: Term 4 | ☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff ☑ Maths/Sci Specialist | ☑ On-site |
| Establish 'Design Thinking Champions' to deliver and develop tools and learning opportunities, and help drive teacher advocacy across year level teams. | ☑ PLT Leaders ☑ School Improvement Team ☑ STEM Coordinator ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting | ☑ Internal staff | ☑ On-site |
| Provide Professional learning delivered by the PASS Team to staff on the Cyber Safety program 'P.A.S.S' for implementation across all year levels. | ☑ PLT Leaders ☑ STEM Coordinator ☑ Teacher(s) ☑ Wellbeing Team | from: Term 1 to: Term 2 | ☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |

| Design STEM assessment for students. | ☑ PLT Leaders<br>☑ STEM Coordinator<br><br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Design of formative assessments | ☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ Maths/Sci Specialist | ☑ On-site |
|---|---|---|---|---|---|---|