

2022 Annual Implementation Plan

for improving student outcomes

Templeton Primary School (5196)



Submitted for review by Marc Crilly (School Principal) on 16 March, 2022 at 09:42 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 20 March, 2022 at 01:08 PM
Endorsed by Chris Munro (School Council President) on 02 April, 2022 at 10:26 AM

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	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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	The school is in a strong position financially and culturally as we enter the next Strategic Plan. Our practices have improved significantly in the last four years, particularly in planning, PLTs and protocols. We have refined our communication strategies, improving our messaging, permissions and reporting procedures to fully online. Our results have continued to reach a high level, particularly in NAPLAN.
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Considerations for 2022	We will be focusing on maintaining our high academic results, and complementing our curriculum with a refined Inquiry program and Learner Profile. EAL will continue to be a challenge, while Wellbeing after the last two years will be a whole school focus.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	improve literacy and numeracy outcomes for all students.
Target 2.1	<p>Increase the percentage of students achieving above Benchmark Growth in:</p> <ul style="list-style-type: none"> • Numeracy 34 per cent (2019) to 35 per cent (2025) • Reading 27 per cent (2019) to 35 per cent (2025) • Writing 27 per cent (2019) to 35 per cent (2025). <p>Decrease the percentage of students achieving below Benchmark Growth</p> <ul style="list-style-type: none"> • Numeracy 12 per cent (2019) to 10 per cent (2025) • Reading 25 per cent (2019) to 10 per cent (2025) • Writing 25 per cent (2019) to 10 per cent (2025).

Target 2.2	<p>Increase the percentage of students in the top two NAPLAN bands in grade five in:</p> <ul style="list-style-type: none"> • Reading from 54 per cent (2019) to 60 per cent (2025) • Writing from 32 per cent (2019) to 35 per cent (2025).
Target 2.3	<p>Increase the percentage of students achieving above the expected level in Teacher Judgement against the Victorian Curriculum in:</p> <p>Reading and Viewing in:</p> <ul style="list-style-type: none"> • Year 3: from 43 per cent (2019) to 60 per cent (2025) • Year 5: from 43 per cent (2019) to 60 per cent (2025). <p>Number and Algebra in:</p> <ul style="list-style-type: none"> • Year 3: 43 per cent (2019) to 60 per cent (2025) • Year 5: 48 per cent (2019) to 60 per cent (2025). <p>Writing</p> <ul style="list-style-type: none"> • Year 3: 20 per cent (2019) to 75 per cent (2025) • Year 5: 25 per cent (2019) to 30 per cent (2025).
Key Improvement Strategy 2.a Building practice excellence	Embed an instructional model consistently across the school.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build staff moderation and assessment capability to drive teaching and learning to narrow the gap between NAPLAN and teacher judgements.

Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to differentiate the curriculum and increase the learning challenge for all students.
Goal 3	To increase student voice and agency in their learning.
Target 3.1	Increase the percentage of positive responses in the AtoS survey for the factors: <ul style="list-style-type: none"> • Student Voice and Agency from 90 per cent (2019) to 91 per cent (2025) • School Staff survey for the factor Use Student Feedback to Improve Practice from 75 per cent (2019) to 80 per cent (2025).
Target 3.2	Increase the percentage of positive responses in the Parent Survey factor Student Voice and Agency from 85 per cent (2019) to 90 per cent (2025).
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Integrate metacognitive strategies into teaching and learning practices.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop student intellectual engagement and self-awareness.
Key Improvement Strategy 3.c Empowering students and building school pride	Actively involve students in the design and implementation of their learning.
Goal 4	To implement professional learning that improves teacher effectiveness and student outcomes.

Target 4.1	<p>Increase the percentage of positive responses to School Staff survey factors of:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 31 per cent (2019) to 60 per cent (2025) • Believe peer feedback improves practice: 69 per cent (2019) to 75 per cent (2025) • Seek feedback to improve practice: 69 per cent (2019) to 75 per cent (2025).
Target 4.2	<p>Increase the percentage of positive responses to Parent Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning environment 86 per cent (2019) to 90 per cent (2025) • Student Motivation and support 81 per cent (2019) to 85 per cent (2025).
Key Improvement Strategy 4.a Building practice excellence	Build teachers' capacity and skills to observe, provide feedback and refine practice.
Key Improvement Strategy 4.b Building practice excellence	Implement Professional learning that is evidence-based.
Key Improvement Strategy 4.c Evidence-based high-impact teaching strategies	Build teacher capability to develop and teach using an inquiry approach.

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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Wellbeing To support all students in Wellbeing, we will be building on the work of the Wellbeing Team by implementing two new programs at Templeton:</p> <ol style="list-style-type: none"> 1. Respectful Relationships 2. Cybersafety Project <p>To measure the impact of these programs, we will focus on the following targets:</p> <p>Life Satisfaction - 2021 Student Attitudes to School Survey 86% Positive</p> <p>Experience of Bullying - 2021 Student Attitudes to School Survey 11% had been bullied at school 20% had been physically threatened on purpose.</p> <p>By the end of 2022: >90% in Life Satisfaction <5% of students experiencing bullying <10% of students being physically threatened</p>

			<p>Learning</p> <p>Numeracy To support all students in numeracy we will be focusing on Problem Solving P-6. Each term will be allocated a five day minimum problem solving focus, with resources and support offered by Di Hynes in PLTs. The open-ended nature of Problem Solving addresses point of need with students on Learning Improvement Plans (LIPs) and Learning Extension Plans (LEPs)</p> <p>To measure the impact of this initiative, we will focus on the following targets:</p> <p>By the end of 2022:</p> <p>Increase the achievement level of students on LIPs 1-6: >90% of students will demonstrate 12 months of growth in 12 months in Number & Algebra</p> <p>Increase the achievement level of students on LEPs 1-6 >90% of students will demonstrate 12 months of growth in 12 months in Number & Algebra</p>
improve literacy and numeracy outcomes for all students.	No	Increase the percentage of students achieving above Benchmark Growth in:	

		<ul style="list-style-type: none"> • Numeracy 34 per cent (2019) to 35 per cent (2025) • Reading 27 per cent (2019) to 35 per cent (2025) • Writing 27 per cent (2019) to 35 per cent (2025). <p>Decrease the percentage of students achieving below Benchmark Growth</p> <ul style="list-style-type: none"> • Numeracy 12 per cent (2019) to 10 per cent (2025) • Reading 25 per cent (2019) to 10 per cent (2025) • Writing 25 per cent (2019) to 10 per cent (2025). 	
		<p>Increase the percentage of students in the top two NAPLAN bands in grade five in:</p> <ul style="list-style-type: none"> • Reading from 54 per cent (2019) to 60 per cent (2025) • Writing from 32 per cent (2019) to 35 per cent (2025). 	
		<p>Increase the percentage of students achieving above the expected level in Teacher Judgement against the Victorian Curriculum in:</p> <p>Reading and Viewing in:</p>	

		<ul style="list-style-type: none"> • Year 3: from 43 per cent (2019) to 60 per cent (2025) • Year 5: from 43 per cent (2019) to 60 per cent (2025). <p>Number and Algebra in:</p> <ul style="list-style-type: none"> • Year 3: 43 per cent (2019) to 60 per cent (2025) • Year 5: 48 per cent (2019) to 60 per cent (2025). <p>Writing</p> <ul style="list-style-type: none"> • Year 3: 20 per cent (2019) to 75 per cent (2025) • Year 5: 25 per cent (2019) to 30 per cent (2025). 	
To increase student voice and agency in their learning.	Yes	<p>Increase the percentage of positive responses in the AtoS survey for the factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 90 per cent (2019) to 91 per cent (2025) • School Staff survey for the factor Use Student Feedback to Improve Practice from 75 per cent (2019) to 80 per cent (2025). 	<p>Developing an Inquiry program P-6 with an investment in Professional Development over two years. By the end of 2022, each year level will have incorporate a Learner Profile into their weekly planners and a consistent approach to planning and teaching Inquiry.</p> <p>To measure the impact of this initiative, we will focus on the following areas:</p> <p>By the end of 2022:</p> <p>Sense of Confidence - 90% Positive Percentage Endorsement Stimulated Learning - 90% Positive Percentage Endorsement</p>

			Motivation and Interest - 93% Positive Percentage Endorsement
		Increase the percentage of positive responses in the Parent Survey factor Student Voice and Agency from 85 per cent (2019) to 90 per cent (2025).	By the end of 2022: In the Parent Survey, the Student Voice and Agency percentage of responses will rise from 85% to 87%
To implement professional learning that improves teacher effectiveness and student outcomes.	No	Increase the percentage of positive responses to School Staff survey factors of: <ul style="list-style-type: none"> • Professional learning through peer observation from 31 per cent (2019) to 60 per cent (2025) • Believe peer feedback improves practice: 69 per cent (2019) to 75 per cent (2025) • Seek feedback to improve practice: 69 per cent (2019) to 75 per cent (2025). 	
		Increase the percentage of positive responses to Parent Survey factors: <ul style="list-style-type: none"> • Stimulated learning environment 86 per cent (2019) to 90 per cent (2025) • Student Motivation and support 81 per cent (2019) to 85 per cent (2025). 	

<p>Goal 1</p>	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Wellbeing To support all students in Wellbeing, we will be building on the work of the Wellbeing Team by implementing two new programs at Templeton:</p> <ol style="list-style-type: none"> 1. Respectful Relationships 2. Cybersafety Project <p>To measure the impact of these programs, we will focus on the following targets:</p> <p>Life Satisfaction - 2021 Student Attitudes to School Survey 86% Positive Experience of Bullying - 2021 Student Attitudes to School Survey 11% had been bullied at school 20% had been physical threatened on purpose.</p> <p>By the end of 2022: >90% in Life Satisfaction <5% of students experiencing bullying <10% of students being physically threatened</p> <p>Learning</p> <p>Numeracy To support all students in numeracy we will be focusing on Problem Solving P-6. Each term will be allocated a five day minimum problem solving focus, with resources and support offered by Di Hynes in PLTs. The open-ended nature of Problem Solving addresses point of need with students on Learning Improvement Plans (LIPs) and Learning Extension Plans (LEPs)</p> <p>To measure the impact of this initiative, we will focus on the following targets:</p>

	<p>By the end of 2022:</p> <p>Increase the achievement level of students on LIPs 1-6: >90% of students will demonstrate 12 months of growth in 12 months in Number & Algebra</p> <p>Increase the achievement level of students on LEPs 1-6: >90% of students will demonstrate 12 months of growth in 12 months in Number & Algebra</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.	
Goal 2	To increase student voice and agency in their learning.	
12 Month Target 2.1	<p>Developing an Inquiry program P-6 with an investment in Professional Development over two years. By the end of 2022, each year level will have incorporate a Learner Profile into their weekly planners and a consistent approach to planning and teaching Inquiry.</p> <p>To measure the impact of this initiative, we will focus on the following areas:</p> <p>By the end of 2022:</p>	

	Sense of Confidence - 90% Positive Percentage Endorsement Stimulated Learning - 90% Positive Percentage Endorsement Motivation and Interest - 93% Positive Percentage Endorsement	
12 Month Target 2.2	By the end of 2022: In the Parent Survey, the Student Voice and Agency percentage of responses will rise from 85% to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Integrate metacognitive strategies into teaching and learning practices.	No
KIS 2 Intellectual engagement and self-awareness	Develop student intellectual engagement and self-awareness.	Yes
KIS 3 Empowering students and building school pride	Actively involve students in the design and implementation of their learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our Management has identified that Inquiry Learning at Templeton is an area inconsistent with our Literacy and Numeracy teaching and learning. While our teams address History, Science and Geography with elements of an integrated curriculum, they do not plan or teach according to whole school approach, or specific scope and sequence. We do not wish to become an IB school, but we are interested in implementing aspects of the PYP methodology to complement and enhance our planning. The Management Team believes that this adjustment of our methodology will increase learning confidence, inspire stimulating learning and motivate our students.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Build staff capacity in moderation and curriculum knowledge through Professional Development and PLTs 2. Refine Learning Improvement Plans and Learning Extension Plans in Numeracy
Outcomes	<p>Students:</p> <ol style="list-style-type: none"> 1. Achieve relative parity in their Teacher Judgement results with NAPLAN results 2. Develop Goal Setting strategies that address WALT success indicators and identify own point of need in Literacy, Numeracy and Inquiry <p>Teachers:</p> <ol style="list-style-type: none"> 1. Writing moderation sessions address NAPLAN criteria and work samples to achieve parity with teacher judgements and NAPLAN 2. Guide and reinforce goal setting with students, consistently use WALT success indicators for each lesson 3. Refine and personalise LIPs and LEPs in Numeracy 4. Coordinators attend PLC training in Semester 2 to develop leadership and team collaboration <p>Leaders:</p> <ol style="list-style-type: none"> 1. Continue funding Learning Specialists to attend PLTs weekly (Rod) 2. Provide Professional Development in writing moderation, goal setting and WALT once per term for 2022 and 2023 (Ayse, Aidan,

	Janice, Andrea and Di) 3. Provide support in formulation and technical upload of LIPs and LEPs (Di and Marc) 4. Organise and coordinate PLC training in Semester 2 (Marc)			
Success Indicators	Early indicators 1. Mid-year LIPs and LEPs parent communication increased (XUNO) 2. Teacher judgements closer to our NAPLAN data (Accelerus) 3. Formative, summative assessment demonstrating growth (Essential Assessment and Accelerus) Late Indicators 1. End of the year teacher judgements meeting goals 2. Victorian Curriculum judgements will show growth 3. NAPLAN data top two bands			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to employ Prep Aides in five classrooms providing literacy and numeracy support.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Continue employment of two Learning Specialists in Literacy and Numeracy outside the classroom to support learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$240,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ability based differentiated teaching and learning in classrooms Focus on problem solving P-6 – one full week per term (minimum) To encourage perseverance when the answer is not immediately apparent by explicit teaching of problem solving strategies including but not limited to guess, check and refine, create a table, make a list Use quality resources, including those from the Australasian Problem Solving Mathematics Olympiad (APSMO) 2-6 Use online resources such as ReSolve, Problemo and nRich to assist with planning rich Mathematics tasks LS to visit classrooms to model multi ability PS session P-6, 2 year levels per term	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$240,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ol style="list-style-type: none"> 1. Develop staff capacity through further implementation of the Cybersafety Project 2. Embed wellbeing structures to improve student mental health 3. Target vulnerable students for additional support through Wellbeing Team and Glenda Watkins 4. Develop whole school strategy for difficult behaviours and corrective measures 			
Outcomes	<p>Students:</p> <ol style="list-style-type: none"> 1. Increased focus on individual goal setting 2. Increased focus on self-regulation in classroom and yard 3. Increased understanding of Cyber-Safety 4. Increased understanding of difficult behaviours and corrective measures <p>Teachers:</p> <ol style="list-style-type: none"> 1. Continue refining goal setting in the classroom 2. Increased use of circle time and wellbeing strategies 3. Implementation of Cybersafety Project in the planning and learning 4. Implement whole school strategy for difficult behaviours and measures <p>Leaders:</p> <ol style="list-style-type: none"> 1. Develop common language to discuss multi tiered response to wellbeing (Leadership Team) 2. Allocate funds using disability reform to support teacher capacity (Rod) 3. Manage and provide support for implementation of the Cybersafety Project (Andrea) 4. Develop whole school strategy to manage difficult behaviours and associated measures (Management Team) 			

Success Indicators	<p>Early indicators</p> <ol style="list-style-type: none"> 1. Goal setting prevalent in planning and classrooms 2. Circle Time, wellbeing strategies prevalent in planning and classrooms 3. Cybersafety lessons prevalent in planners 4. Less need for leadership intervention in difficult behaviours <p>Late indicators</p> <ol style="list-style-type: none"> 1. Student survey - Life satisfaction above 90% positive 2. Student survey - Bullying below 10% 3. Student survey - Physically threatened below 10% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of Glenda Watkins	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,598.00 <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
Implementation of Cybersafety Project	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Respectful Relationships Program	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To increase student voice and agency in their learning.			
12 Month Target 2.1	Developing an Inquiry program P-6 with an investment in Professional Development over two years. By the end of 2022, each year level will have incorporate a Learner Profile into their weekly planners and a consistent approach to planning and teaching Inquiry. To measure the impact of this initiative, we will focus on the following areas: By the end of 2022: Sense of Confidence - 90% Positive Percentage Endorsement Stimulated Learning - 90% Positive Percentage Endorsement Motivation and Interest - 93% Positive Percentage Endorsement			

12 Month Target 2.2	By the end of 2022: In the Parent Survey, the Student Voice and Agency percentage of responses will rise from 85% to 87%
KIS 1 Intellectual engagement and self-awareness	Develop student intellectual engagement and self-awareness.
Actions	Develop inquiry planning and learning across the school, through focused Professional Development utilising Nadine Crane
Outcomes	<p>Students</p> <ol style="list-style-type: none"> 1. Develop a deeper understanding of Inquiry at Templeton 2. Achieve higher Teacher Judgement results in Science, History and Geography <p>Teachers</p> <ol style="list-style-type: none"> 1. Attend and implement Inquiry professional development sessions with Nadine Crane 2. Incorporate Inquiry into planning and teaching 3. Develop assessment criteria/rubrics to reflect progress in Inquiry units <p>Leaders</p> <ol style="list-style-type: none"> 1. Provide Professional Development in Inquiry twice each term for 2022 and 2023 (Marc) 2. Provide support for staff in implementing Inquiry planning and teacher (SIT) 3. Adapt reporting to reflect Inquiry success criteria (Marc)
Success Indicators	<p>Early indicators</p> <ol style="list-style-type: none"> 1. Inquiry learning and planning evident P-6 2. Inquiry success criteria included in June reporting 3. Rubrics and assessment tasks developed for June reporting <p>Late indicators</p> <ol style="list-style-type: none"> 1. Inquiry learning and planning documented and visible in classrooms

	2. Inquiry success criteria continued in December reporting 3. Rubrics and assessment tasks embedded in December reporting			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop inquiry planning and learning across the school, through focused Professional Development utilising Nadine Crane	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a deeper understanding of Inquiry at Templeton Achieve higher Teacher Judgement results in Science, History and Geography	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>1. Attend and implement Inquiry professional development sessions with Nadine Crane 2. Incorporate Inquiry into planning and teaching 3. Develop assessment criteria/rubrics to reflect progress in Inquiry units</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>1. Provide Professional Development in Inquiry twice each term for 2022 and 2023 (Marc) 2. Provide support for staff in implementing Inquiry planning and teacher (SIT) 3. Adapt reporting to reflect Inquiry success criteria (Marc)</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$18,408.60	\$0.00	\$18,408.60
Disability Inclusion Tier 2 Funding	\$226,477.37	\$346,477.37	-\$120,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$244,885.97	\$346,477.37	-\$101,591.40

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to employ Prep Aides in five classrooms providing literacy and numeracy support.	\$120,000.00
Continue employment of two Learning Specialists in Literacy and Numeracy outside the classroom to support learning	\$240,000.00
Ability based differentiated teaching and learning in classrooms Focus on problem solving P-6 – one full week per term (minimum) To encourage perseverance when the answer is not immediately apparent by explicit teaching of problem solving strategies including but not limited to guess, check and refine, create a table, make a list Use quality resources, including those from the Australasian Problem Solving Mathematics Olympiad	\$240,000.00

(APSMO) 2-6 Use online resources such as ReSolve, Problemo and nRich to assist with planning rich Mathematics tasks LS to visit classrooms to model multi ability PS session P-6, 2 year levels per term	
Totals	\$600,000.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to employ Prep Aides in five classrooms providing literacy and numeracy support.	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
Continue employment of two Learning Specialists in Literacy and	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>Numeracy outside the classroom to support learning</p>	<p>to: Term 4</p>		<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
<p>Ability based differentiated teaching and learning in classrooms</p> <p>Focus on problem solving P-6 – one full week per term (minimum)</p> <p>To encourage perseverance when the answer is not immediately apparent by explicit teaching of problem solving strategies including but not limited to guess, check and refine, create a table, make a list</p> <p>Use quality resources, including those from the Australasian Problem Solving Mathematics Olympiad (APSMO) 2-6</p> <p>Use online resources such as ReSolve, Problemo and nRich to assist with planning rich Mathematics tasks</p> <p>LS to visit classrooms to model multi ability PS session P-6, 2 year levels per term</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$120,000.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional learning for school-based staff • Teachers

Totals		\$340,000.00	

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
Inquiry Specialist	\$10,000.00
Totals	\$10,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Inquiry Specialist	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Inquiry Specialist	from: Term 1 to: Term 4	\$6,477.37	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$6,477.37	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Inquiry Specialist	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to employ Prep Aides in five classrooms providing literacy and numeracy support.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue employment of two Learning Specialists in Literacy and Numeracy outside the classroom to support learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Ability based differentiated teaching and learning in classrooms</p> <p>Focus on problem solving P-6 – one full week per term (minimum)</p> <p>To encourage perseverance when the answer is not immediately apparent by explicit teaching of problem solving strategies including but not limited to guess, check and refine, create a table, make a list</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Use quality resources, including those from the Australasian Problem Solving Mathematics Olympiad (APSMO) 2-6</p> <p>Use online resources such as ReSolve, Problemo and nRich to assist with planning rich Mathematics tasks</p> <p>LS to visit classrooms to model multi ability PS session P-6, 2 year levels per term</p>						
<p>Implementation of Respectful Relationships Program</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop inquiry planning and learning across the school, through focused Professional Development utilising Nadine Crane</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Nadine Crane from Melbourne University <input checked="" type="checkbox"/> Pedagogical Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Develop a deeper understanding of Inquiry at Templeton Achieve higher Teacher Judgement results in Science, History and Geography	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
1. Attend and implement Inquiry professional development sessions with Nadine Crane 2. Incorporate Inquiry into planning and teaching 3. Develop assessment criteria/rubrics to reflect progress in Inquiry units	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Nadine Crane from Melbourne University <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
1. Provide Professional Development in Inquiry twice each term for 2022 and 2023 (Marc) 2. Provide support for staff in implementing Inquiry planning and teacher (SIT) 3. Adapt reporting to reflect Inquiry success criteria (Marc)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Nadine Crane from Melbourne University <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site