2022 Annual Implementation Plan

for improving student outcomes

Aitken Hill Primary School (5567)

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

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	
	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	
	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	
	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	
	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	
Considerations for 2022	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes for every student in literacy and numeracy.
Target 2.1	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 • Reading from 35 per cent (2021) to 50 per cent. (target % is similar school) • Writing from 35 per cent (2021) to 50 per cent • Numeracy from 17 per cent (2021) to 30 per cent Year 5 • Reading from 21 per cent (2021) to 35 per cent (target % is similar school) • Writing from 13 per cent (2021) to 25 per cent

	• Numeracy from 12 per cent (2021) to 23 per cent
Target 2.2	By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Year 5 • Reading from 34 per cent (2021) to 40 per cent or higher • Writing from 19 per cent (2021) to 30 per cent or higher • Numeracy from 17 per cent (2021) to 30 per cent or higher
Target 2.3	By 2025, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase: English • Reading from 70 per cent in 2020 to 80 per cent. • Speaking and Listening from 71 per cent in 2020 to 85 per cent • Writing from 65 per cent in 2020 to 72 per cent Mathematics • Number and Algebra from 75 per cent in 2020 to 85 per cent • Measurement and Geometry 74 per cent in 2020 to 85 per cent • Statistics and Probability 81 per cent in 2020 to 85 per cent

Target 2.4	By 2025, improve the percentage of positive endorsement on SSS School Climate module for the components of: • Academic Emphasis from 31 per cent (2021) to 60 per cent • Collective Efficacy from 33 per cent (2021) to 60 per cent • Teacher Collaboration from 24 per cent (2021) to 60 per cent
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Strengthen the model of PLCs to build teacher capability to implement evidence based teaching and learning strategies in order to improve student learning outcomes.
Key Improvement Strategy 2.b Instructional and shared leadership	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
Goal 3	To strengthen student engagement in learning.
Target 3.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • student voice and agency from 60 per cent (2021) to 85 per cent) • motivation and interest from 85 per cent (2021) to 90 per cent) • stimulated learning from 78 per cent (2021) to 90 per cent) • self-regulation and goal setting from 83 per cent (2021) to 90 per cent)
Target 3.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • stimulating learning environment from 70 per cent (2020) to 85 per cent) • student motivation & support from 70 per cent (2020) to 85 per cent)

	• student agency and voice from 60 per cent (2020) to 85 per cent)
Target 3.3	By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the components of: • Monitor effectiveness using data from 56 per cent (2021) to 70 per cent) • Professional learning to improve practice from 37 per cent (2021) to 70 per cent) • Understand how to analyse data from 37 per cent (2021) to 70 per cent • Use student feedback to improve practice from 26 per cent (2021) to 70 per cent) • Plan differentiated learning activities from 59 per cent (2021) to 70 per cent) • Promote student ownership of learning from 30 per cent (2021) to 70 per cent) • Collaborate to scaffold student learning from 41 per cent (2021) to 70 per cent) • Use High impact teaching strategies from 52 per cent (2021) to 70 per cent)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a consistent whole school understanding and approach to student agency and voice in learning
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop student capability to set goals, monitor and reflect on their learning progress
Goal 4	To strengthen students' resilience and wellbeing.
Target 4.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • resilience from 86 per cent (2021) to 90 per cent)

	• respect for Diversity from 74 per cent (2021) to 85 per cent) • sense of Connectedness from 74 per cent (2021) to 85 per cent) • Effective classroom behaviour from 67 per cent (2021) – 80 per cent)
Target 4.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • General school satisfaction from 65 per cent (2020) to 70 per cent) • Parent participation and involvement from 72 per cent (2020) to 80 per cent) • School Pride and Confidence from 55 per cent (2020) to 60 per cent) • Teacher communication from 58 per cent (2020) to 70 per cent)
Target 4.3	By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents from 28 per cent (2021) to 70 per cent
Target 4.4	Attendance – • Reduce the Year P-6 average absences per student from 24.8 days (2021) to 16 days or less (2025) • Reduce the Year P-6 average of unapproved absences per student from 16.8 days (2021 to 5 days or less (2025) • By 2025, decrease the percentage of students with 20 or more absence days from 59 (2021) percent to 20 percent or less
Key Improvement Strategy 4.a	Strengthen and embed the school's practices for resilience, wellbeing and sense of inclusion.

Health and wellbeing	
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen partnerships and engagement with parents, carers and families.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands to: Year 3 - Numeracy to 20% Year 5 - Numeracy to 15% Increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to: Year 5 - Numeracy to 20% or higher Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to: Mathematics - Number and Algebra to 78% - Measurement and Geometry to 77% - Statistics and Probability to 83% Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38%

			- Collective Efficacy to 40% - Teacher Collaboration to 33%
To improve student learning outcomes for every student in literacy and numeracy.	Yes	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 • Reading from 35 per cent (2021) to 50 per cent. (target % is similar school) • Writing from 35 per cent (2021) to 50 per cent • Numeracy from 17 per cent (2021) to 30 per cent Year 5 • Reading from 21 per cent (2021) to 35 per cent (target % is similar school) • Writing from 13 per cent (2021) to 25 per cent • Numeracy from 12 per cent (2021) to 23 per cent	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands to: Year 3 - Reading to 38% - Writing to 38% Year 5 - Reading to 24% - Writing to 16%
		By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Year 5 • Reading from 34 per cent (2021) to 40 per cent or higher • Writing from 19 per cent (2021) to 30 per cent or higher	Increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to: Year 5 - Reading to 37% or higher - Writing to 22% or higher

		• Numeracy from 17 per cent (2021) to 30 per cent or higher	
		By 2025, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase: English • Reading from 70 per cent in 2020 to 80 per cent. • Speaking and Listening from 71 per cent in 2020 to 85 per cent • Writing from 65 per cent in 2020 to 72 per cent Mathematics • Number and Algebra from 75 per cent in 2020 to 85 per cent • Measurement and Geometry 74 per cent in 2020 to 85 per cent • Statistics and Probability 81 per cent in 2020 to 85 per cent	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to: English - Reading to 73% - Speaking and Listening to 74% - Writing to 68%
		By 2025, improve the percentage of positive endorsement on SSS School Climate module for the components of: • Academic Emphasis from 31 per cent (2021) to 60 per cent	Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38% - Collective Efficacy to 40% - Teacher Collaboration to 33%

		• Collective Efficacy from 33 per cent (2021) to 60 per cent • Teacher Collaboration from 24 per cent (2021) to 60 per cent	
To strengthen student engagement in learning.	No	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • student voice and agency from 60 per cent (2021) to 85 per cent) • motivation and interest from 85 per cent (2021) to 90 per cent) • stimulated learning from 78 per cent (2021) to 90 per cent) • self-regulation and goal setting from 83 per cent (2021) to 90 per cent)	
		By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • stimulating learning environment from 70 per cent (2020) to 85 per cent) • student motivation & support from 70 per cent (2020) to 85 per cent) • student agency and voice from 60 per cent (2020) to 85 per cent)	

| | | By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the components of:

• Monitor effectiveness using data from 56 per cent (2021) to 70 per cent)
• Professional learning to improve practice from 37 per cent (2021) to 70 per cent)
• Understand how to analyse data from 37 per cent (2021) to 70 per cent
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• Promote student ownership of learning from 30 per cent (2021) to 70 per cent)
• Collaborate to scaffold student learning from 41 per cent (2021) to 70 per cent)
• Use High impact teaching strategies from 52 per cent (2021) to 70 per cent) | |
| To strengthen students' resilience and wellbeing. | Yes | By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:

• resilience from 86 per cent (2021) to 90 per cent)
• respect for Diversity from 74 per cent (2021) to 85 per cent)
• sense of Connectedness from 74 per cent (2021) to 85 per cent) | Increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey to:
- resilience to 88%
- respect for Diversity to 77%
- sense of Connectedness to 77%
- Effective classroom behaviour to 70% |

	• Effective classroom behaviour from 67 per cent (2021) – 80 per cent)	
	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • General school satisfaction from 65 per cent (2020) to 70 per cent) • Parent participation and involvement from 72 per cent (2020) to 80 per cent) • School Pride and Confidence from 55 per cent (2020) to 60 per cent) • Teacher communication from 58 per cent (2020) to 70 per cent)	Increase the percentage of positive endorsement on the Parent Opinion Survey: - General school satisfaction to 67% - Parent participation and involvement to 74% - School Pride and Confidence to 57% - Teacher communication to 61%
	By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents from 28 per cent (2021) to 70 per cent	Improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents to 38%
	Attendance – • Reduce the Year P-6 average absences per student from 24.8 days (2021) to 16 days or less (2025)	Reduce the Year P-6 average absences per student to 22 days or less Reduce the Year P-6 average of unapproved absences per student to 13 days or less Decrease the percentage of students with 20 or more absence days to 49% or less

		• Reduce the Year P-6 average of unapproved absences per student from 16.8 days (2021 to 5 days or less (2025) • By 2025, decrease the percentage of students with 20 or more absence days from 59 (2021) percent to 20 percent or less	

Goal 1	\<b\>2022 Priorities Goal\</b\>\<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	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands to: Year 3 - Numeracy to 20% Year 5 - Numeracy to 15% Increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to: Year 5 - Numeracy to 20% or higher Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to: Mathematics - Number and Algebra to 78% - Measurement and Geometry to 77% - Statistics and Probability to 83%

	Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38% - Collective Efficacy to 40% - Teacher Collaboration to 33%	
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 improve student learning outcomes for every student in literacy and numeracy.	
12 Month Target 2.1	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands to: Year 3 - Reading to 38% - Writing to 38% Year 5 - Reading to 24% - Writing to 16%	
12 Month Target 2.2	Increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to: Year 5	

	- Reading to 37% or higher - Writing to 22% or higher
12 Month Target 2.3	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to: English - Reading to 73% - Speaking and Listening to 74% - Writing to 68%
12 Month Target 2.4	Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38% - Collective Efficacy to 40% - Teacher Collaboration to 33%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Strengthen the model of PLCs to build teacher capability to implement evidence based teaching and learning strategies in order to improve student learning outcomes.	No
KIS 2 Instructional and shared leadership	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.	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.	An analysis of the school's NAPLAN data was limited for both the top two bands or benchmark growth due to no NAPLAN being conducted in 2020, and the school having no available data prior to 2019. The results in 2021 indicated both Year 3 and Year 5 students performed at a significantly lower level than results for similar schools with similar characteristics. Additionally, the school's teacher judgement data was only available from 2019–2020, and results indicated achievement and growth was lower than state measures and the Panel suggested using benchmark data from similar schools to set targets for the new SSP. The Panel suggested an increased focus to improve both these measures should be included in the SSP. We have developed and implemented a whole school instructional literacy model, however the review Panel found the model was not routinely used in all classrooms or universally understood by all teachers. The Panel suggested the inconsistent understanding and application of aspects of the teaching model, limited support for students in thinking deeply about their learning. The Panel also found that teachers' understanding about the broad span of components required to successfully

	assess and teach student writing was varied. Fieldwork, noted that moderation of student writing was emerging practice, and not always routinely scheduled or consistently implemented across teams.
	The Panel agreed these were barriers to achieving the target, impacting the breadth and depth of effective differentiation and student engagement in writing. The Panel also suggested inconsistent levels of understanding for key school initiatives perhaps contributed to high percentages of respondents indicating a neutral response on the School Staff Survey (SSS).
	An analysis of the school's structures and processes to enable students to be confident and motivated learners, identified feedback and reflection strategies to support students, were inconsistently understood and implemented across the school, and the Panel considered this as an area of future focus. Available data was limited however Panel discussion identified that differentiation needed to be more clearly understood and implemented in more depth. An inquiry into practices to support the development of strategies aimed at teaching to each student's point of need, to enable increased student agency were also identified as priority foci for the new SSP.
Goal 3	To strengthen students' resilience and wellbeing.
12 Month Target 3.1	Increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey to: - resilience to 88% - respect for Diversity to 77% - sense of Connectedness to 77% - Effective classroom behaviour to 70%
12 Month Target 3.2	Increase the percentage of positive endorsement on the Parent Opinion Survey: - General school satisfaction to 67% - Parent participation and involvement to 74% - School Pride and Confidence to 57% - Teacher communication to 61%
12 Month Target 3.3	Improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents to 38%
12 Month Target 3.4	Reduce the Year P-6 average absences per student to 22 days or less Reduce the Year P-6 average of unapproved absences per student to 13 days or less Decrease the percentage of students with 20 or more absence days to 49% or less

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Health and wellbeing	Strengthen and embed the school's practices for resilience, wellbeing and sense of inclusion.	Yes
KIS 2 Parents and carers as partners	Strengthen partnerships and engagement with parents, carers and families.	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.	The school has a range of wellbeing initiatives that have introduced to help build a respectful school culture. Whole school agreements and expectations for behaviour are evident and implemented across the school. A range of strategies designed to guide students in conflict resolution are also integrated into the behaviour framework. Students use consistent language when discussing behavioural expectations and are building their knowledge of understanding the processes for safe and respectful behaviour. The Panel noted, at times the consistency of implementation of the behaviour framework varied between teachers and this was echoed by ES staff who noted that not all classes adhered to the behavioural expectations in the same manner. However, the Panel agreed the regular teaching of appropriate behaviours linked to the school values contributed to a positive approach to wellbeing. The Panel suggested there was scope to expand the framework in order to reinforce and embed the school's behavioural and wellbeing expectations. During the school review the Panel discussion identified whilst the school placed high importance on continuing the strong focus on building partnerships with parents and carers to deepen and develop sustainable and respectful relationships, rapid growing enrolments necessitated a whole school wellbeing approach was embedded and clearly understood. The Panel suggested strengthening the wellbeing approach would assist the school in the continuing the work to date. Data analysis revealed student absences increased each year for both absences per student per day and those students with more than 20 days absent across the year, warranting a priority focus for the new SSP.	

Define Actions, Outcomes and Activities

Goal 1	**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.
12 Month Target 1.1	Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands to: Year 3 - Numeracy to 20% Year 5 - Numeracy to 15% Increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to: Year 5 - Numeracy to 20% or higher Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to: Mathematics - Number and Algebra to 78% - Measurement and Geometry to 77% - Statistics and Probability to 83% Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38% - Collective Efficacy to 40% - Teacher Collaboration to 33%
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	Develop whole school understanding of the Mathematics Victorian Curriculum Develop whole school understanding of our numeracy instructional model Develop whole school approach to the use of manipulatives
Outcomes	Students - articulate the typical numeracy lesson structure - work productively and understand their role in achieving their goals - monitor their progress and provide evidence (with teacher support) towards meeting their goals - value and understand the goal setting cycle and how it improves their learning Teachers - demonstrate knowledge of student numeracy progression outlined in the Victorian Curriculum - use scope and sequence documents to guide planning - consistently implement the numeracy instructional model - support students to set learning goals, model strategies and provide feedback to students - regularly use data to plan for learning - consistent implementation of the assessment schedule and protocols Leaders - facilitate professional learning and planning focusing on development of scope and sequence for numeracy - refine and update the numeracy instructional model based on our Numeracy Community of Practice - support all staff to apply the numeracy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities
Success Indicators	Early Indicators - meeting schedule prioritises numeracy professional learning with all teachers - planning documents reflect improved consistency of the lesson structure and scope and sequence - Compass and cohort spreadsheets are updated according to assessment schedule Late Indicators - observations and notes from learning walks and coaching conversations - termly and weekly planners reflect instructional model and make reference to Victorian Curriculum - student records of their goal and evidence to support learning towards the goal - benchmarking data is easily accessible and used for transition - teacher judgement and NAPLAN data reflect annual targets

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Facilitate professional learning focusing on development of scope and sequence in numeracy	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ 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
Participate in the Numeracy Community of Practice to refine and update the instructional model	☑ Leadership Team	☑ 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
Facilitate professional learning focusing on the use of manipulatives	☑ Numeracy Leader	☑ PLP Priority	from: Term 2	$0.00

			to: Term 4	☐ 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
Coaches provide ongoing opportunities for staff to develop and refine their numeracy teaching practices	☑ Numeracy Leader	☐ 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
Organise Learning Walks to observe staff practice and collect data on student experiences of numeracy practices	☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4	☐ 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
teachers engage in building their numeracy practice through planning, coaching, learning walks and peer observation	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ 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
leading teachers and learning specialists attend team planning sessions to mentor and guide planning	☑ Leading Teacher(s) ☑ Learning Specialist(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

	☐ PLP Priority
	☐ 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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop a consistent school approach to following up attendance Develop school wide case management approach to improve our approach to students at risk; wellbeing, attendance, learning Build the School Improvement Team's capacity to strategically and routinely monitor whole school, cohort and class data to target support and intervention
Outcomes	Students - reflect on their attendance goals (if relevant) - track attendance each day - participate in programs to build resilience - engage in the SSG process Teachers - utilise the attendance flow chart to identify next steps - promote a positive approach towards attendance - implement actions identified throughout the case management model Leaders - identify programs for students to partake in to build resilience

	- identify actions through the case management model - the School Improvement routinely meet, following the data analysis schedule, targeting support and intervention to address cohorts/students at risk and ensure we are track to meet targets
Success Indicators	Early Indicators - reduced unexplained absences - compass posts that reflect contact with parents for attendance - regular meeting scheduled for case management - teachers referring students at risk to leaders - development of data analysis schedule Late Indicators - further reduction in unexplained absences - reduction in 20 days or more absence - leadership team meet regularly for case management - plans in place for all at risk students - mid and end of term data analysis informs the School Improvement Team's next 5 week plan

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff undertake Foundation House Professional Learning	☑ All Staff	☑ PLP Priority	from: Term 2	☐ 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 data analysis schedule (for school improvement team to strategically and routinely reflect and act upon data)	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 2	$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
School improvement team participate in professional learning focussed on strategic data analysis	☑ School Improvement Team	☑ PLP Priority	from: Term 2 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
		☐ PLP Priority		☐ 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
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		☐ PLP Priority		☐ 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
		☐ PLP Priority			☐ 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

Goal 2	To improve student learning outcomes for every student in literacy and numeracy.
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12 Month Target 2.3	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 to:

	English - Reading to 73% - Speaking and Listening to 74% - Writing to 68%
12 Month Target 2.4	Improve the percentage of positive endorsement on SSS School Climate module: - Academic Emphasis to 38% - Collective Efficacy to 40% - Teacher Collaboration to 33%
KIS 1 Instructional and shared leadership	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
Actions	Develop a whole school approach to benchmarking in literacy Build teacher capacity to implement all aspects of the literacy instructional model Build teacher capacity to implement conferencing, benchmarking and differentiated instruction Build teacher capability to analyse student data to inform teaching Build the School Improvement Team's capacity to strategically and routinely monitor whole school, cohort and class data to target support and intervention
Outcomes	Students - articulate the typical literacy lesson structure - co-construct anchor charts to support literacy learning - work productively and understand their role in achieving their goals - monitor their progress and provide evidence (with teacher support) towards meeting their goals - value and understand the goal setting cycle and how it improves their learning Teachers - demonstrate knowledge of student literacy progression outlined in the Victorian Curriculum - consistently implement the literacy instructional model - conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students - regularly use data to plan for learning - use agreed processes to record student learning data - adhere to assessment schedule and protocols - use data from formative assessments to engage in regular conversation about student learning and identifying students for tutoring support

	- develop their understanding of how to use the EOI as a formative assessment tool to differentiate learning Leaders - facilitate professional learning for staff focusing on development of scope and sequence for and literacy - support all staff to apply literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities - collaborate with teaching partners to develop and review whole school reading moderation and protocols - collaborate with teaching partners to support Learning Community Leaders to plan consistently within and across teams - identify cohorts for tutoring support - provide teachers and tutors with the resources to collaborate, including structures for data and curriculum sharing, and formal meeting times - the School Improvement routinely meet, following the data analysis schedule, targeting support and intervention to address cohorts/students at risk and ensure we are track to meet targets
Success Indicators	Early Indicators - meeting minutes reflecting the literacy instructional model - observations and notes from learning walks and coaching conversations - 3-6 teachers are using the school template to record reading conferences and supporting goal setting with the AHPS reading goals document (3-6) - compass and cohort spreadsheets are updated according to assessment schedule - classroom environments (e.g. anchor charts, classroom libraries) reflect instructional model - development of data analysis schedule Late Indicators - termly and weekly planners reflect instructional model and make reference to Victorian Curriculum - curriculum documentation shows evidence of planning for learning at individual students' point of need - students records of their goal and evidence to support learning towards the goal - benchmarking data is easily accessible and used for transition - all teachers are using the school template to record reading conferences and supporting goal setting with the AHPS reading goals document - fountas and pinnell data demonstrates expected growth for students (including tutoring students) - scope and sequence finalised - peer observations and learning walks reflect staff implementing the instructional model - teacher judgement and NAPLAN data reflect annual targets - mid and end of term data analysis informs the School Improvement Team's next 5 week plan

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Design and facilitate professional learning for staff focusing on the instructional model, conferencing and goal setting, benchmarking and small group instruction		☑ PLP Priority		$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
Leaders collaborate with teaching partners to develop and review whole school reading moderation and protocols		☑ PLP Priority		$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
Leaders collaborate with teaching partners to support Learning Community Leaders to plan consistently within and across teams		☐ PLP Priority		$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
Leaders and Teaching Partners provide coaching and ongoing opportunities for staff to develop and refine their literacy teaching practices		☑ PLP Priority		$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
Update the professional learning calendar and schedule opportunities for professional learning which maintain momentum for improvement in literacy		☑ PLP Priority		$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
Organise Learning Walks to observe staff practice and collect data on student experiences of literacy practices		☐ PLP Priority		$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
Conduct staff surveys and identify professional learning needs of teachers		☐ PLP Priority		$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

Analyse survey results, and organise differentiated professional learning and coaching for staff (reading conferences, benchmarking, small group instruction)		☐ PLP Priority		$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
Build and maintain community libraries to support independent reading as a part of the instructional model		☐ PLP Priority		$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
Purchase classroom sets of texts to use for small group instruction		☐ PLP Priority		$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 data analysis schedule (for school improvement team to strategically and routinely reflect and act upon data)	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 2	$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
School improvement team participate in professional learning focussed on strategic data analysis	☑ School Improvement Team	☑ PLP Priority	from: Term 2 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

Goal 3	To strengthen students' resilience and wellbeing.
12 Month Target 3.1	Increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey to: - resilience to 88% - respect for Diversity to 77% - sense of Connectedness to 77% - Effective classroom behaviour to 70%
12 Month Target 3.2	Increase the percentage of positive endorsement on the Parent Opinion Survey: - General school satisfaction to 67% - Parent participation and involvement to 74% - School Pride and Confidence to 57% - Teacher communication to 61%
12 Month Target 3.3	Improve the percentage of positive endorsement on SSS Teaching and Learning - modules for the component Trust in students and parents to 38%
12 Month Target 3.4	Reduce the Year P-6 average absences per student to 22 days or less Reduce the Year P-6 average of unapproved absences per student to 13 days or less Decrease the percentage of students with 20 or more absence days to 49% or less
KIS 1 Health and wellbeing	Strengthen and embed the school's practices for resilience, wellbeing and sense of inclusion.
Actions	Build staff capacity to implement trauma informed practices Develop a shared vision and behaviours that are consistent with the SWPBS philosophy Develop our understanding of how we can support students and families from refugee backgrounds through the RESP program
Outcomes	Students - utilise their ready to learn chart - participate in programs to build resilience - engage in the SSG process

	- articulate our school values in line the SWPBS matrix - acknowledge and reflect on their minor or major behaviours Teachers - implement the ready to learn charts - implement the welcome circle each day - implement self regulation breaks - participate in Berry Street professional development - understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours - plan using the SEL scope and sequence and explicitly teach the SWPBS expected behaviours - use consistent language to promote positive behaviours utilising our reward system CARE tickets - engage in Foundation House professional learning Leaders - identify programs for students to partake in to build resilience - support all staff to apply our school wide reward system through professional learning and coaching opportunities - engage in Foundation House professional learning - engage in RESP professional learning, evaluating our inclusiveness of our Culturally, Linguistically Diverse community
Success Indicators	Early Indicators - learning walks and student focus groups responses reflect improved use of SWPBS matrix, ready to learn charts, welcome circle and brain breaks - reduction in red cards recorded in the red card register - staff involved in professional learning from external agencies Late Indicators - learning walks and student focus groups responses continue to reflect improved use of SWPBS matrix, ready to learn charts, welcome circle and brain breaks - students self regulate utilising brain breaks and use of their ready to learn charts - RESP project outline completed and timeline developed for implementation

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

All staff participate in Berry St Professional Learning Module 1 Body - 25th May Module 2 Relationships - 10th June		☐ PLP Priority		☐ 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
Staff undertake Foundation House Professional Learning	☑ Teacher(s)	☑ PLP Priority	from: Term 2 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
Engage in RESP professional learning		☐ PLP Priority		☐ 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
		☐ PLP Priority		☐ 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
		☐ PLP Priority		☐ 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
		☐ PLP Priority		☐ 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
		☐ PLP Priority		☐ 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
		☐ PLP Priority		

				☐ 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

Funding Planner

Summary of Budget and Allocated Funding

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

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Totals	$0.00

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

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
Facilitate professional learning focusing on development of scope and sequence in numeracy	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4				
Participate in the Numeracy Community of Practice to refine and update the instructional model	☑ Leadership Team	from: Term 1 to: Term 4				
Facilitate professional learning focusing on the use of manipulatives	☑ Numeracy Leader	from: Term 2 to: Term 4				
Staff undertake Foundation House Professional Learning	☑ All Staff	from: Term 2				
School improvement team participate in professional learning focussed on strategic data analysis	☑ School Improvement Team	from: Term 2 to: Term 4				

Design and facilitate professional learning for staff focusing on the instructional model, conferencing and goal setting, benchmarking and small group instruction						
Leaders collaborate with teaching partners to develop and review whole school reading moderation and protocols						
Leaders and Teaching Partners provide coaching and ongoing opportunities for staff to develop and refine their literacy teaching practices						
Update the professional learning calendar and schedule opportunities for professional learning which maintain momentum for improvement in literacy						
School improvement team participate in professional learning focussed on strategic data analysis	☑ School Improvement Team	from: Term 2 to: Term 4				
Staff undertake Foundation House Professional Learning	☑ Teacher(s)	from: Term 2 to: Term 4				