

2022 Annual Implementation Plan

for improving student outcomes

St Andrews Primary School (0128)



Submitted for review by Alisha Campbell (School Principal) on 02 February, 2022 at 10:46 AM
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	Evolving
	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	Evolving
	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	Evolving
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Having come into St Andrews part way through the year we have already made great headway on tightening processes and embedding new initiatives including the PLC process. Our school remote learning program was a credit to all involved as we maintained a clear focus on Excellence in Teaching and Learning and Community Engagement in Learning. We have maintained our self-evaluation level in most dimensions of all four priority areas of FISO and remain embedding to Evolving overall.</p> <p>We were scheduled for Review in 2022 and we anticipate we will undertake a strong self evaluation in preparation for the development of our new strategic plan which will provide further evidence on which to judge our performance against each</p>
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	<p>of the dimensions of FISO..</p> <p>As we are keeping a continuous workforce for next year we are confident that when we complete the self-evaluation in early 2022 in the lead up to our School Review we are confident that many of these areas will have strengthened further and that we will see evidence of gains in most of them. From the feedback provided in the student and parent remote learning survey, staff and parent opinion survey and student attitudes to school survey we have identified a need to focus more on teaching and learning and assessment. We feel that these two priorities are very relevant to the age and stage of our school, its growth and development and will assist us to further improve.</p>
<p>Considerations for 2022</p>	<p>As our review is due in early 2022 we will focus only on the priority goals in the first half of 2022 The Learning catch up and extension, Happy, active and healthy kids and Connected communities priorities have been essential considerations for all decisions about the organisation and structure of our school for 2022.</p> <p>We will undertake our School Review in Term Two which will enable us to formulate a new four-year strategic plan to drive improvement and keep us moving forward. It is our aim to utilise the self-evaluation process to gain as much information as possible from all stakeholders about our current performance and future areas for improvement and growth for our school for the second half of 2022 and beyond.</p>
<p>Documents that support this plan</p>	

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 student outcomes in reading and writing.
Target 2.1	NAPLAN high growth to be at or above 25 per cent for reading. NAPLAN low growth to be at or below 20 per cent for reading.
Target 2.2	NAPLAN high growth to be at or above 25 per cent for writing. NAPLAN low growth to be at or below 20 per cent for writing.
Target 2.3	All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement.

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a broad and viable curriculum. (CPA)
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)
Goal 3	Increase student agency in learning.
Target 3.1	Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.
Target 3.2	Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.
Target 3.3	Parent opinion related to General satisfaction to be at or above 85 per cent positive.
Key Improvement Strategy 3.a Empowering students and building school pride	Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.
Key Improvement Strategy 3.b	Develop classroom structures and processes which support learner agency.

Empowering students and building school pride

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>In 2022 teacher judgments made against Victorian Curriculum Achievement Standards will show all students making 12 months growth or more in 12 months and those who made less than expected growth in 2021 will catch up to or surpass the level that would have been expected had COVID-19 not impacted their learning and wellbeing.</p> <p>Staff opinion Increase positive endorsement for academic emphasis in staff opinion survey to from 70% (2021) to 80% Increase positive endorsement for teacher collaboration to from 60% (2021) to 80% Increase all areas of the Teaching and Learning - Planning section of staff survey from current levels of positive endorsement to 75%</p> <p>student opinion Differentiated learning challenge in student opinion survey to increase from 76% (2021) to 91% positive endorsement Increase positive endorsement for</p>

			<p>stimulated learning in student survey from 79% (2021) to 94%</p> <p>the Tier 1 TFI outcomes will be at or above 70%</p>
Improve student outcomes in reading and writing.	Yes	<p>NAPLAN high growth to be at or above 25 per cent for reading.</p> <p>NAPLAN low growth to be at or below 20 per cent for reading.</p>	<p>Increase number of students above expected level in reading by 2 students in each year level</p> <p>Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%</p>
		<p>NAPLAN high growth to be at or above 25 per cent for writing.</p> <p>NAPLAN low growth to be at or below 20 per cent for writing.</p>	<p>Increase number of students above in writing by 2 students in each year level</p> <p>Differentiated learning challenge in student opinion survey increase positively by 15%</p> <p>Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%</p>
		<p>All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement.</p>	<p>All students will make the equivalent of 12 months growth in 12 months as measured by the tasks in our assessment schedule and the Victorian Curriculum achievement standards for reading and writing.</p> <p>Increase number of students above in writing by 2 students in each year level</p> <p>Increase number of students above in reading by 2 students in each year level</p>

			<p>currently reading: P- 0%above yr1-0% above yr2- 57.1% yr3- 33.3% yr4- 40% yr5- 50%</p> <p>currently writing P- 0%above yr1-0% above yr2- 42.9% yr3- 16.7% yr4- 30% yr5- 50%</p>
Increase student agency in learning.	No	Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.	
		Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.	
		Parent opinion related to General satisfaction to be at or above 85 per cent positive.	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>In 2022 teacher judgments made against Victorian Curriculum Achievement Standards will show all students making 12 months growth or more in 12 months and those who made less than expected growth in 2021 will catch up to or surpass the level that would have been expected had COVID-19 not impacted their learning and wellbeing.</p> <p>Staff opinion Increase positive endorsement for academic emphasis in staff opinion survey to from 70% (2021) to 80% Increase positive endorsement for teacher collaboration to from 60% (2021) to 80% Increase all areas of the Teaching and Learning - Planning section of staff survey from current levels of positive endorsement to 75%</p> <p>student opinion Differentiated learning challenge in student opinion survey to increase from 76% (2021) to 91% positive endorsement Increase positive endorsement for stimulated learning in student survey from 79% (2021) to 94%</p> <p>the Tier 1 TFI outcomes will be at or above 70%</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

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>
<p>Goal 2</p>	<p>Improve student outcomes in reading and writing.</p>
<p>12 Month Target 2.1</p>	<p>Increase number of students above expected level in reading by 2 students in each year level Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%</p>
<p>12 Month Target 2.2</p>	<p>Increase number of students above in writing by 2 students in each year level Differentiated learning challenge in student opinion survey increase positively by 15% Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%</p>
<p>12 Month Target 2.3</p>	<p>All students will make the equivalent of 12 months growth in 12 months as measured by the tasks in our assessment schedule and the Victorian Curriculum achievement standards for reading and writing.</p> <p>Increase number of students above in writing by 2 students in each year level Increase number of students above in reading by 2 students in each year level</p> <p>currently reading: P- 0%above yr1-0% above yr2- 57.1% yr3- 33.3% yr4- 40% yr5- 50%</p> <p>currently writing P- 0%above yr1-0% above yr2- 42.9%</p>

	yr3- 16.7% yr4- 30% yr5- 50%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop a broad and viable curriculum. (CPA)	No
KIS 2 Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)	No
KIS 3 Curriculum planning and assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)	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.	Currently, there is an inconsistency in how data is collected, analysed and utilised to inform teaching and learning which is evidenced through observations, planning meetings and looking at staff planning documents Staff are not yet confident in differentiating learning and will often plan for whole group instruction. Staff do not feel confident in making teacher judgements. Staff opinion survey results suggest there is a lack of emphasis on teaching and learning and collective efficacy. There is a clear correlation between the data sets in the teaching and learning components of the staff opinion survey. Staff need to be upskilled on how to evaluate, plan and implement differentiated learning We aim to see the percentage of students in the student opinion survey data section endorsing "effective teacher practise for cognitive engagement" increase positively by 15%. By having these pieces of the puzzle brought together for staff through the PLC process which should be able to highlight this to parents. Our target is to see an increase in our Parent Opinion Survey data under the student cognitive engagement section of 10%.	

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	<p>In 2022 teacher judgments made against Victorian Curriculum Achievement Standards will show all students making 12 months growth or more in 12 months and those who made less than expected growth in 2021 will catch up to or surpass the level that would have been expected had COVID-19 not impacted their learning and wellbeing.</p> <p>Staff opinion Increase positive endorsement for academic emphasis in staff opinion survey to from 70% (2021) to 80% Increase positive endorsement for teacher collaboration to from 60% (2021) to 80% Increase all areas of the Teaching and Learning - Planning section of staff survey from current levels of positive endorsement to 75%</p> <p>student opinion Differentiated learning challenge in student opinion survey to increase from 76% (2021) to 91% positive endorsement Increase positive endorsement for stimulated learning in student survey from 79% (2021) to 94%</p> <p>the Tier 1 TFI outcomes will be at or above 70%</p>
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	School structure and staffing will prioritise small group sizes and employment of Education Support staff to enable targeted teaching to maximise learning gain. Build staff capability to analyse student data Build staff capability to plan for differentiation based on student data Build staff capability to teach at students' point of need

Outcomes	<p>Leaders design and lead a structured PLC cycle for reading, maths and writing with agreed assessment at each stage</p> <p>Teachers implement diagnostic, formative and summative assessment in 5 weekly PLC cycle</p> <p>Teachers collaborate on unpacking assessment data during allocated PLC meeting time</p> <p>Teachers use data to set meaningful learning intentions and success criteria for like needs groups</p> <p>Teachers provide assessment data to parents in continuous reporting so that our school community will be kept up to date with their child's learning gain and will be assisted to support their child's learning at home.</p> <p>Leaders support staff to improve their assessment practices through prioritizing time and providing professional learning opportunities</p> <p>Leaders will support the teachers to build their capacity to understand the purpose of assessment tasks and to analyse the information gathered to inform teaching and learning.</p>			
Success Indicators	<p>early indicators</p> <p>PLC assessment schedule demonstrates a variety of diagnostic, formative and summative assessment type</p> <p>PLC minutes show evidence of unpacking assessment and determining professional learning needs</p> <p>middle indicators</p> <p>Maths, reading and writing fluid grouping cycles are tracked and monitored on google docs</p> <p>late indicators</p> <p>End-of-year staff survey shows changes to staff practice in assessment and collation of data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Finalise and Formalise the assessment schedule to reflect the PLC cycle for term 1 and determine which staff are unfamiliar with the assessments and need specific training on implementing them</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Implement like needs groupings in reading, maths and writing by establishing a PLC processes for formalising the recording and tracking of data in 5 weekly cycles</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input checked="" 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>Implement continuous reporting for the 5 weekly PLC cycle Develop learning tasks for continuous reporting Develop a comment resource bank for learning tasks</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Develop peer observation protocols and schedule which also enables cross school observations</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop staff capabilities to respond effectively to student wellbeing needs Develop and enact a planned and documented wellbeing curriculum which aligns SWPBS, resilience project and RRRR Continue to develop the systems and practices to implement the 7 SWPBS Tier 1 Essential Features with fidelity. Meet with the area SWPBS coach regularly Build staff capacity to implement core SWPBS practices consistently across the school. Principal to lead PL sessions UPA training resources			
Outcomes	Students will be supported to build awareness and develop strategies to support their own wellbeing and that of others. Teachers will collaborate to plan and implement the whole school based wellbeing program to address the issues and needs that they identify as impacting the students in their class. Families will be provided opportunities as they arise to participate in a variety of wellbeing programs and workshops that are offered by the broader community. Leaders will develop systems to ensure practices can be implemented and monitored as outlined in the SWPBS Action Plan, monitor the implementation of practices and move towards adult consistency and collective efficacy across school			
Success Indicators	early Documented wellbeing curriculum in evidence Dojo points and awards tracked will show middle planning, meetings minutes and term overviews reflect current wellbeing curriculum documentation			

	<p>parent attendance and feedback recorded indicate an understanding of our wellbeing program school council minutes show evidence of a discussion of our whole school wellbeing initiatives</p> <p>end</p> <p>Attendance data will improve and the percentage of students with 20 or more days absent will continue to reduce. Student Attitude to School Survey data - Effective classroom behaviour, Teacher concern, Perseverance and Emotional awareness and regulation to increase above 50%, Parent opinion survey data - Promoting positive behaviour, student motivation and support, confidence and resiliency skills increase positively by 10%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Principal to facilitate training of all staff across the school in the resilience project wellbeing program, focuses will be unpacked and implemented to build collective efficacy and consistent school wide approach.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
All staff and students to utilise the resilience project wellbeing diary to align with our wellbeing program. Principal will ensure that staff wellbeing is a focus during all whole staff meetings/forums and that teams prioritise check ins and proactive strategies such as using resilience diaries.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Facilitate wellbeing learning sessions for parents which align to our termly focuses on GEM- gratitude, empathy, mindfulness and emotional literacy. This will allow families to practise strategies at home	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Continue implementation of our SWPBS matrices, behaviour flow chart and acknowledgement procedures to further consolidate behavioural expectations within the school. Continue the use of School Wide Positive Behaviours token/rewards program with students across the school. Implement the action plan from UPA training.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Continue to implement our weekly whole school wellbeing program informed by the Resilience Project, Resilience, Rights and Respectful Relationships Program and School Wide Positive Behaviours.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to engage a school chaplain to work with identified students and families as part of our wellbeing strategy and include the Chaplain in whole school and class wellbeing sessions to support implementation and collective efficacy of staff. Utilise our Education Support staff at recess and lunchtime to support active and outdoor play and assist inclusion of PSD students and those with additional learning needs.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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	Improve student outcomes in reading and writing.			

12 Month Target 2.1	Increase number of students above expected level in reading by 2 students in each year level Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%
12 Month Target 2.2	Increase number of students above in writing by 2 students in each year level Differentiated learning challenge in student opinion survey increase positively by 15% Effective teaching, stimulating learning environment and high expectations for success in parent opinion survey to increase by 10%
12 Month Target 2.3	All students will make the equivalent of 12 months growth in 12 months as measured by the tasks in our assessment schedule and the Victorian Curriculum achievement standards for reading and writing. Increase number of students above in writing by 2 students in each year level Increase number of students above in reading by 2 students in each year level currently reading: P- 0%above yr1-0% above yr2- 57.1% yr3- 33.3% yr4- 40% yr5- 50% currently writing P- 0%above yr1-0% above yr2- 42.9% yr3- 16.7% yr4- 30% yr5- 50%
KIS 1 Curriculum planning and assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)
Actions	Build and deepen understanding of our teaching and learning model. Develop teachers capability to plan highly effective lessons utilising the teaching and learning model and the HITS (High Impact Teaching Strategies).

Outcomes	<p>Students will experience consistent effective teaching practice that meets their needs and grows their learning. Students will experience challenging learning tasks at their point of need enabling them to grow their learning 12 months in 12 months Teachers will understand our teaching and learning model and utilise it to plan and implement highly effective teaching and learning programs to meet the needs of all students. Teachers will be more effective collaborators and take more ownership of cohort data and the learning needs of all students Leaders will support the implementation of the whole school teaching and learning model and develop planning proformas that support its use and implementation. Parent/Carers will be kept informed of their child's progress through the learning tasks that are posted on Compass</p>			
Success Indicators	<p>early Teachers will demonstrate more responsibility and ownership of cohort data rather than just their class which will be evidence in their discussions and the collective practice as documented in meeting minutes higher order thinking and differentiated tasks visible in planners</p> <p>middle continuous assessment tasks which show student achievement throughout the year Peer observation notes will indicate consistency in lesson format.</p> <p>end Staff Opinion survey data for the School Climate module will strengthen to 85% for the collective efficacy and guaranteed and viable curriculum</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>The timetable will be constructed to enable the Principal to facilitate all collaborative planning sessions with teaching staff and ensure aligned APT for staff.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school curriculum day at the beginning of the 2022 school year will be focused on developing knowledge and understanding of effective PLCs.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Continue OZ Lit virtual professional learning on writers workshop to align with PLC schedule	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Continue OZ Lit virtual professional learning on small group reading instruction to align with PLC schedule</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$1,000.00</p> <p><input checked="" 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>The Principal will lead Professional Learning to build the capacity and understanding of all staff about collaboration and collective efficacy.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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	\$5,000.00	\$0.00	\$5,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$5,000.00	\$0.00	\$5,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement like needs groupings in reading, maths and writing by establishing a PLC processes for formalising the recording and tracking of data in 5 weekly cycles	\$4,000.00
Develop peer observation protocols and schedule which also enables cross school observations	\$1,000.00
Principal to facilitate training of all staff across the school in the resilience project wellbeing program, focuses will be unpacked and implemented to build collective efficacy and consistent school wide approach.	\$0.00
Continue OZ Lit virtual professional learning on writers workshop to align with PLC schedule	\$1,000.00
Continue OZ Lit virtual professional learning on small group reading instruction to align with PLC schedule	\$1,000.00
Totals	\$7,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement like needs groupings in reading, maths and writing by establishing a PLC processes for formalising the recording and tracking of data in 5 weekly cycles	from: Term 1 to: Term 4		
Develop peer observation protocols and schedule which also enables cross school observations	from: Term 1 to: Term 1		
Continue OZ Lit virtual professional learning on writers workshop to align with PLC schedule	from: Term 1 to: Term 2		
Continue OZ Lit virtual professional learning on small group reading instruction to align with PLC schedule	from: Term 1 to: Term 2		
Totals			

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
Principal to facilitate training of all staff across the school in the resilience project wellbeing program, focuses will be unpacked and implemented to build collective efficacy and consistent school wide approach.	from: Term 1 to: Term 4		
Totals			

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
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Totals		\$0.00	
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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
Finalise and Formalise the assessment schedule to reflect the PLC cycle for term 1 and determine which staff are unfamiliar with the assessments and need specific training on implementing them	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Implement like needs groupings in reading, maths and writing by establishing a PLC processes for formalising the recording and tracking of data in 5 weekly cycles	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop peer observation protocols and schedule which also enables cross school observations	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Principal to facilitate training of all staff across the school in the resilience project wellbeing program, focuses will be unpacked and implemented to build	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

collective efficacy and consistent school wide approach.						
Whole school curriculum day at the beginning of the 2022 school year will be focused on developing knowledge and understanding of effective PLCs.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Continue OZ Lit virtual professional learning on writers workshop to align with PLC schedule	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Oz Lit	<input checked="" type="checkbox"/> On-site
Continue OZ Lit virtual professional learning on small group reading instruction to align with PLC schedule	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Oz lit	<input checked="" type="checkbox"/> On-site