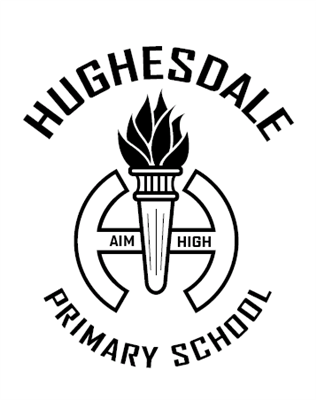
**2022 Annual Implementation Plan**

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

**for improving student outcomes**

Hughesdale Primary School (4176)



**Self-evaluation Summary - 2022**

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|  | FISO 2.0 Dimensions | Self-evaluation Level |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embedding |
| Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |

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

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| **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 |

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| **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 |

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| **Enter your reflective comments** | We were alike any other school in 2021, challenged by extensive extension to the lockdowns in Victoria. The children are delighted to be back and learning in a face-to-face setting. There is an increase in the need to support children with anxiety disorders, as well as school refusal or anti-social responses in social situations.  The balance between going the extra mile for students and their families, and staff workload and wellbeing is tricky to navigate, and the impact COVID, and then Industrial Action has had on PL and collaboration has been hard to reconcile.  Some KIS could not be achieved due to these extenuating circumstances, however progress was made in all areas and with deliberate planning. Our focus on middle level leadership development in 2021 has paid considerable dividends for staffing in 2022. |
| **Considerations for 2022** | Closely monitor and refocus our efforts with our Writing program, to target students in the top two bands. Implement our Assessment Guidelines (based upon LDAP training) Roll Out the PLC model with the support of our PLC Instructional Leaders that were trained in Semester 2, 2001 TLI/TSL continues Monitor chronic and unexplained absences with continued diligence |
| **Documents that support this plan** | Hughesdale PS Additional Data Growth by Bands.pdf (0.41 MB) |

**SSP Goals Targets and KIS**

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| 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. |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To maximise each student’s learning growth |
| Target 2.1 | By 2023, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3   * Numeracy from 49% (2018) to 66% (2023) * Reading from 71% (2018) to 80% (2023) * Writing from 60% (2018) to 70% (2023)   Year 5   * Numeracy from 45% (2018) to 60% (2023) * Reading from 57% (2018) to 70% (2023) * Writing from 24% (2018) to 40% (2023) |
| Target 2.2 | By 2023, students attaining high relative growth (as measured by NAPLAN) will show the following growth:   * Numeracy from 28% (2018 3 year average) to 35% (2023) * Reading from 38% (2018 3 year average) to 40% (2023) * Writing from 35% (2018 3 year average) to 40% (2023) |
| Target 2.3 | Each student assessed against the Victorian Curriculum (VC) English and Mathematics levels 1-10 to make at least one VC Level of learning progress in each school year during the SSP period (Year 1-6) |
| Key Improvement Strategy 2.a Building practice excellence | Embed a consistent, whole of school approach to instructional practices |
| Key Improvement Strategy 2.b Building practice excellence | Build capacity of teachers to utilise data and a range of assessment strategies |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build a guaranteed and viable curriculum to enhance student learning |
| Goal 3 | To enhance student agency and voice in their learning |
| Target 3.1 | By 2023, students’ positive responses to the AtSS measure ‘Student Voice and Agency’ will rise from 63% (in 2018) to 85%.  By 2023, students’ positive responses to the AtSS measure ‘Self-Regulation and Goal Setting’ will rise from 80% (in 2018) to 85%.  By 2023, students’ positive responses to the AtSS measure ‘Stimulated Learning’ will rise from 70% (in 2018) to 85%. |
| Target 3.2 | By 2023, parents’ positive responses to the POS measure ‘Effective Teaching’ will rise from 68% (in 2018) to 80%.  By 2023, parents’ positive responses to the POS measure ‘Student Agency & Voice’ will rise from 77% (in 2018) to 85%. |
| Target 3.3 | By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Understanding Formative Assessment’ will rise from 55% (in 2018) to 80%.  By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Time to share pedagogical content knowledge’ will rise from 40% (in 2018) to 75%. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Activate student voice, leadership and agency in learning |
| Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies | Provide a stimulated learning environment that values rigour and the student as a learning partner |
| Goal 4 | To build student resilience and confidence |
| Target 4.1 | Students’ positive responses to AtSS ‘Students at this school treat teachers with respect’ will rise from 65% (in 2018) to 85%.  Students’ positive responses to AtSS ‘Students at this school treat one another with respect’ will rise from 62% (in 2018) to 85%. |
| Target 4.2 | By 2023, parents’ positive responses to the POS measure ‘Student Motivation & Support' will rise from 65% (in 2018) to 80%.  By 2023, parents’ positive responses to the POS measure ‘Promoting Positive Behaviour’ will rise from 82% (in 2018) to 85%. |
| Target 4.3 | By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Understand How To Analyse Data’ will rise from 50% (in 2018) to 80%.  By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Collective Focus on Student Learning' will rise from 78% (in 2018) to 85%.  By 2023, teachers’ positive responses to the Staff Opinion Survey measure ‘Guaranteed & Viable Curriculum' will rise from 65% (in 2018) to 85%. |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Establish high expectations for all learners |
| Key Improvement Strategy 4.b Empowering students and building school pride | Embed a school-wide culture of resilience and mutual respect |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <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. | Yes | Support for the 2022 Priorities | In 2022, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3  Numeracy from 49% (2018) to 70% (2022) - 2021 was 69% Writing from 60% (2018) to 69% (2022) - 2021 was 67%  Year 5  Numeracy from 45% (2018) to 52% (2022)  - 2021 was 46% Writing from 24% (2018) to 25% (2022) -2021 was 18%   Students’ positive responses to AtSS ‘Students at this school treat teachers with respect’ will rise from 65% (in 2018) to 75%.  - 2021 was 58%  Students’ positive responses to AtSS ‘Students at this school treat one another with respect’ will rise from 62% (in 2018) to 75%.  - 2021 was 58% |
| To maximise each student’s learning growth | Yes | By 2023, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3   * Numeracy from 49% (2018) to 66% (2023) * Reading from 71% (2018) to 80% (2023) * Writing from 60% (2018) to 70% (2023)   Year 5   * Numeracy from 45% (2018) to 60% (2023) * Reading from 57% (2018) to 70% (2023) * Writing from 24% (2018) to 40% (2023) | In 2022, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3  Numeracy from 49% (2018) to 70% (2022) - 2021 was 69% Reading from 71% (2018) to 84% (2022) - 2021 was 82% Writing from 60% (2018) to 69% (2022) - 2021 was 67%  Year 5  Numeracy from 45% (2018) to 52% (2022)  - 2021 was 46% Reading from 57% (2018) to 60% (2022) - 2021 was 51% Writing from 24% (2018) to 25% (2022) -2021 was 18% |
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| Each student assessed against the Victorian Curriculum (VC) English and Mathematics levels 1-10 to make at least one VC Level of learning progress in each school year during the SSP period (Year 1-6) | All students to make 12 months minimum growth from Dec 2021 to Dec 2022. |
| To enhance student agency and voice in their learning | No | By 2023, students’ positive responses to the AtSS measure ‘Student Voice and Agency’ will rise from 63% (in 2018) to 85%.  By 2023, students’ positive responses to the AtSS measure ‘Self-Regulation and Goal Setting’ will rise from 80% (in 2018) to 85%.  By 2023, students’ positive responses to the AtSS measure ‘Stimulated Learning’ will rise from 70% (in 2018) to 85%. |  |
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| To build student resilience and confidence | No | Students’ positive responses to AtSS ‘Students at this school treat teachers with respect’ will rise from 65% (in 2018) to 85%.  Students’ positive responses to AtSS ‘Students at this school treat one another with respect’ will rise from 62% (in 2018) to 85%. |  |
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| 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 | In 2022, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3  Numeracy from 49% (2018) to 70% (2022) - 2021 was 69% Writing from 60% (2018) to 69% (2022) - 2021 was 67%  Year 5  Numeracy from 45% (2018) to 52% (2022)  - 2021 was 46% Writing from 24% (2018) to 25% (2022) -2021 was 18%   Students’ positive responses to AtSS ‘Students at this school treat teachers with respect’ will rise from 65% (in 2018) to 75%.  - 2021 was 58%  Students’ positive responses to AtSS ‘Students at this school treat one another with respect’ will rise from 62% (in 2018) to 75%.  - 2021 was 58% | |
| **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 maximise each student’s learning growth | |
| 12 Month Target 2.1 | In 2022, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3  Numeracy from 49% (2018) to 70% (2022) - 2021 was 69% Reading from 71% (2018) to 84% (2022) - 2021 was 82% Writing from 60% (2018) to 69% (2022) - 2021 was 67%  Year 5  Numeracy from 45% (2018) to 52% (2022)  - 2021 was 46% Reading from 57% (2018) to 60% (2022) - 2021 was 51% Writing from 24% (2018) to 25% (2022) -2021 was 18% | |
| 12 Month Target 2.2 | Not applicable (students did not sit NAPLAN in 2020) No Data will be available. | |
| 12 Month Target 2.3 | All students to make 12 months minimum growth from Dec 2021 to Dec 2022. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed a consistent, whole of school approach to instructional practices | No |
| **KIS 2**  Building practice excellence | Build capacity of teachers to utilise data and a range of assessment strategies | Yes |
| **KIS 3**  Curriculum planning and assessment | Build a guaranteed and viable curriculum to enhance student learning | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | During 2021 we support two learning teams to focus upon; 1. Professional Learning Communities (PLC). This work has led to the development of 7 PLC instructional leaders. Their expertise has been built to refine and deepen our focus on student data analysis to target student learning. 2. Literacy Data Assessment & Practice (LDAP). This team completed this training again deepen use of student learning data, capture the purpose of assessment in our assessment schedules and refine our use of targeted Curriculum. | |

**Define Actions, Outcomes and Activities**

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| 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. | | | | |
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| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | Strengthen use of the workshop model (short focused mini lesson, scaffolded and independent practice, differentiation through small group target teaching or conferences, and a debrief) in writing and transfer its use to mathematics. Develop students Mathematical vocabulary through the use of Number Talks and other routines. | | | | |
| **Outcomes** | Students will: \* work productively in every workshop understanding roles in each phase \* use mentor texts as a support to construct high quality texts  \* engage in substantive talk with the teacher and peers  \* share their mathematical thinking \* listen to peers mathematical thinking \* use mathematical vocabulary  Teachers will: \* plan using the workshop lesson structure \* present short, focused mini lessons in response to ongoing assessments \* utilise a range of teaching practices appropriate to the learning goal in writing - Modelled/Shared/Interactive/Guided/Conferences/Independent writing \* use rich, diverse and authentic texts, including quality children’s literature, as mentor texts for teaching students about the Six+1 Traits of Writing \* develop student skills to talk about writing  \* plan Number Talks and other routines to develop mathematical vocabulary  Teacher leaders will lead their teams to: \* identify in planning the teaching practice/s to be used  \* plan using mentor texts \* use 'The Writing Strategies Book' Goal 10 chapter to develop student collaboration in writing  \* plan Number Talks and other routines \* identify in planning the mathematical vocabulary focus words  Leaders will: \* support PL in Writing teaching practices (utilising the DET Literacy Teaching Toolkit) \* support PL to consolodate whole school understanding of the Writing Traits \* support PL to utilise 'The Writing Strategies Book' \* support implementation of the 2022 Assessment Schedule \* support the development of moderation practices in writing that link the Six+1 Traits/Victorian Curriculum/NAPLAN/F&P \* support the development of a school wide approach to the use of Number Talks and other routines  \* support the development of a school wide understanding of mathematical key vocabulary accross the levels | | | | |
| **Success Indicators** | Early Mentor texts identified in planning documents Teaching practices identifies in planning documents Number Talks guide developed  Late Moderation forms and process for writing developed Mathematical vocabulary guide developed AtoSS: Increase in positive response in Effective teaching practice (Differentiated learning challenge) | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Develop a Writing Professional Learning Plan | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the Writing Professional Learning Plan | | 🗹 Leadership Team  🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 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 |
| Develop a moderation process including forms and data collection/analysis spreadheet that can be used by PLCs for writing | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 3 | $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 with NEVR Professional Learning resources/offerings/CoPs that support our work | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a whole school approach to the use of Number Talks that includes rational, guiding principles and a common routine | | 🗹 Numeracy Leader | 🞎 PLP Priority | from: Term 1  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 |
| Develop a whole school guide to Mathematical key words across the levels and explore routines that can be used to teach them. | | 🗹 Numeracy Leader | 🞎 PLP Priority | from: Term 2  to: Term 3 | $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 collegiate visits to strengthen teaching in writing and mathematics. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Build the capacity of all staff to triage student wellbeing and mental health needs, with particular focus on building student resilience and confidence. Incorporate Absence tracking into the Engagement and Wellbeing Vertical Team. | | | | |
| **Outcomes** | Students will:  \* be able to explain what positive mental health means and where they can seek support at school \* engage in conversations to support their well-being \* participate in wellbeing lessons as part of the Social Emotional learning and the RRRR Programs  \* know that teachers a have a process to help them  Teachers will: \* be able to access scaffolded support structures for individual, whole class and small groups of students. \* plan for and implement social and emotional learning including the RRRR program \* be able to recognize, respond to and refer where necessary to student wellbeing and mental health needs \* track student wellbeing supports and needs  \* track and respond to absence data with the support of the Engagement and Wellbeing Team  Teacher Leaders: \* plan for discussion and monitor student wellbeing during team meetings \* will support team members during parent meetings  Leaders will: \* access DET resources and plan for professional development in regard to student well-being \* support the continuous development, documentation and revision of a multi-tiered response to mental health \* build the capacity of Engagement and Wellbeing Team members to track absences and develop collective responsibility for tracking absences | | | | |
| **Success Indicators** | Early Indicators: Draft multi-tiered approach to triaging student wellbeing and mental health needs documented Notes from learning walks show how staff are embedding social and emotional learning  Students will engage in the RRRR sessions with considered responses, growing confidence and respect  Late Indicators: Policies and school documentation of the multi-tiered response model  Programs are in place to support student wellbeing and promote attendance Reduces absence data (Number of students absent from 20-29.5 to drop below 38, Number of students absent for 30+ days to drop below 25)  AtoSS: Increase in positive response in Individual social and emotional wellbeing (Life satisfaction), Emotional and relational engagement (Emotional awareness and regulation), Learner characteristics and dispositions (Resilience, Sense of confidence)  From SSP; Students’ positive responses to AtoSS ‘Students at this school treat teachers with respect’ will rise from 65% (in 2018) to 75%.  - 2021 was 58% Students’ positive responses to AtoSS ‘Students at this school treat one another with respect’ will rise from 62% (in 2018) to 75%.  - 2021 was 58% | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Continued expansion teacher understanding, use and implementation of RRRR, with particular focus on resilience, confidence and mutual respect. | | 🗹 Wellbeing 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 |
| Redevelop a clear behavior management flow chart that will explicitly guide student support and intervention. | | 🗹 Wellbeing 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 |
| Develop and document a triage tool for levels of intervention | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  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 |
| Develop staff capacity to use the triage tool and strategies it contains | | 🗹 Teacher(s)  🗹 Wellbeing 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 |
| Review current practices and existing tools such as reflection sheets, behavior guidelines, student check in tools and the Student Wellbeing and Engagement Policy | | 🗹 Wellbeing 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 |
| Monitor and act upon Absence Data | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | To maximise each student’s learning growth | | | | |
| 12 Month Target 2.1 | In 2022, the percentage of students within the top two bands (NAPLAN Year 3 and Year 5) will show the following growth:  Year 3  Numeracy from 49% (2018) to 70% (2022) - 2021 was 69% Reading from 71% (2018) to 84% (2022) - 2021 was 82% Writing from 60% (2018) to 69% (2022) - 2021 was 67%  Year 5  Numeracy from 45% (2018) to 52% (2022)  - 2021 was 46% Reading from 57% (2018) to 60% (2022) - 2021 was 51% Writing from 24% (2018) to 25% (2022) -2021 was 18% | | | | |
| 12 Month Target 2.2 | Not applicable (students did not sit NAPLAN in 2020) No Data will be available. | | | | |
| 12 Month Target 2.3 | All students to make 12 months minimum growth from Dec 2021 to Dec 2022. | | | | |
| KIS 1 Building practice excellence | Build capacity of teachers to utilise data and a range of assessment strategies | | | | |
| **Actions** | Establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Build teacher capacity to use assessment data to inform planning. | | | | |
| **Outcomes** | Students will: \* know that their teacher will give them feedback on their learning \* engage in formative assessment activities (eg conferences, surveys)  \* know that teachers will help them understand their learning data and use it to determine learning goals \* know that teachers and principals visit classrooms to learn  Teachers will: \* give valuable feedback to students to develop their learning \* be part of a PLC that commits to collecting data and using it to inform planning for student learning \* make sure their data is ready for each scheduled data discussion \* act on whole school feedback from learning walks   Teachers leaders will: \* lead the regular undertaking of formative assessment and ensure the assessment schedule is adhered to by the team \* lead PLC teams to determine what data to use and when to inform planning for student learning \* lead PLC teams to unpack data at cohort level  \* plan teacher actions with their team based on Learning Walk data  Leaders will: \* support the use of the Assessment Schedule  \* ensure the school has a whole school tracking system and teams have access to data they need \* share with staff data that helps them understand our school and our learners \* engage staff in Learning Walks to measure the effectiveness of practices and inform professional learning | | | | |
| **Success Indicators** | Early Indicators; Common PLC team agenda PLC team norms developed and observed Protocols for PLCs introduced Delivery of professional learning by PLC Instructional Leaders for PLC Leaders Increased confidence in PLC Leaders to lead their PLCs  Late Indicators: Common Inquiry Cycle template PLC Handbook developed  Staff Survey increase in positive response to School Climate (Teacher collaboration), Teaching and Learning - Evaluation (Understand how to analyse data) | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Develop PLC Professional Learning Plan (including data literacy and data conversation protocols) | | 🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement PLC Professional Learning Plan | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 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 |
| Develop PLC Handbook | | 🗹 PLC Leaders | 🞎 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 |
| Develop Inquiry Cycle common template | | 🗹 PLC Leaders | 🞎 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 |
| Use Inquiry Cycle common template | | 🗹 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 |
| Develop structures to support PLC practices (including timetables, meeting schedules, norms, team roles, common agenda template) | | 🗹 Leadership Team  🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement PLC practices | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Resume implementation of the Collegiate Visits program | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 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 Learning Walks | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 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 |
| Investigate a visit to PLC link school | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  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 |
| Engage with the NEVR PLC Network | | 🗹 PLC Leaders | 🞎 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 |
| Support PLC leaders with PL & Coaching | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,541.90  🗹 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 | $11,541.90 | $11,541.90 | $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** | $11,541.90 | $11,541.90 | $0.00 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Implement the Writing Professional Learning Plan | $5,000.00 |
| Resume implementation of the Collegiate Visits program | $2,000.00 |
| Engage in Learning Walks | $1,000.00 |
| Support PLC leaders with PL & Coaching | $3,541.90 |
| **Totals** | $11,541.90 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Implement the Writing Professional Learning Plan | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Resume implementation of the Collegiate Visits program | from: Term 1  to: Term 4 | $2,000.00 | 🗹 CRT |
| Engage in Learning Walks | from: Term 1  to: Term 4 | $1,000.00 | 🗹 CRT |
| Support PLC leaders with PL & Coaching | from: Term 1  to: Term 4 | $3,541.90 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| **Totals** |  | $11,541.90 |  |

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 |
| Implement the Writing Professional Learning Plan | 🗹 Leadership Team  🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Bastow program/course  🗹 Literacy Leaders  🗹 Departmental resources  Literacy Teaching Toolkit | 🗹 On-site |
| Continued expansion teacher understanding, use and implementation of RRRR, with particular focus on resilience, confidence and mutual respect. | 🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 External consultants  RRRR  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Implement PLC Professional Learning Plan | 🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |