

2022 Annual Implementation Plan

for improving student outcomes

Daylesford Primary School (1609)



Submitted for review by Alexandra Mccann (School Principal) on 23 March, 2022 at 06:40 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 24 March, 2022 at 03:24 PM
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	Evolving
	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	We have uploaded our documents from our AIP teams that illuminates our progress thus far.
Considerations for 2022	<ul style="list-style-type: none"> *Data coaching and developing a School Improvement Team. *Consistency of Leadership. *Building the capacity of teachers to be leaders - Middle management leadership. * PLC model will continue to grow the capacity of staff, to use the philosophy of the PLC model (find the crumb).

	* Collective efficacy should be a priority of our staff to recognise that all children across the school is the responsibility of every teacher and to depersonalise individual data.
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	Improve student learning outcomes in literacy and numeracy.
Target 2.1	By 2024, increase the proportion of students achieving at or above the expected level as measured by teacher judgement in: <ul style="list-style-type: none"> ● <i>measurement and geometry</i>, from 13 per cent in 2019 to at least 25 per cent ● <i>statistics and probability</i>, from 14 per cent in 2019 to at least 25 per cent ● <i>speaking and listening</i>, from 10 per cent in 2019 to at least 25 per cent ● <i>writing</i>, from 17 per cent in 2019 to at least 25 per cent.
Target 2.2	By 2024, increase the proportion of Year 5 students in the top two bands in <ul style="list-style-type: none"> ● <i>numeracy</i>, from 33 per cent in 2019 to at least 40 per cent

	<ul style="list-style-type: none"> • <i>writing</i> from 17 per cent in 2019 to at least 30 per cent <p>and ensure that less than 10 per cent are in the bottom two bands.</p>
Target 2.3	<p>By 2024, increase the proportion of Year 5 students demonstrating at or above benchmark in</p> <ul style="list-style-type: none"> • <i>numeracy</i>, from 29 per cent in 2019 to 35 per cent • <i>writing</i>, from 23 per cent in 2019 to 28 per cent <p>and reduce the proportion showing below benchmark growth in</p> <ul style="list-style-type: none"> • <i>writing</i>, from 23 per cent in 2019 to no more than 18 per cent.
Target 2.4	<p>By 2024, in the Staff Survey, increase the proportion of positive endorsement of</p> <ul style="list-style-type: none"> • <i>Understanding formative assessment</i> from 67 per cent in 2019 to at least 75 per cent • <i>Collective efficacy</i> from 65 per cent in 2019 to at least 75 per cent.
Key Improvement Strategy 2.a Building practice excellence	Develop professional learning communities
Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen implementation of the Victorian Teaching and Learning Model
Key Improvement Strategy 2.c Evaluating impact on learning	Build data literacy

Goal 3	Improve student voice and agency in their learning.
Target 3.1	By 2024 in the Attitudes to School Survey increase the proportion of Year 4 to 6 students indicating endorsement of <ul style="list-style-type: none"> • the factor <i>Student voice and agency</i> from 66 per cent in 2019 to 85 per cent • the domain <i>Learner characteristics and disposition</i> from an average of 83.2 per cent in 2019 to at least 86 per cent.
Target 3.2	By 2024, reduce the proportion of students absent 20 or more days from 29 per cent in 2019 to a 25 per cent or less.
Target 3.3	By 2024, in the School Staff Survey, increase the proportion of positive endorsement for <ul style="list-style-type: none"> • <i>Promote student ownership</i> from 67 per cent in 2019 to at least 75 per cent • <i>Growth and learning of whole student</i> from 65 per cent in 2019 to at least 75 per cent
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed a consistent approach to student goal setting
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Teachers and students co-construct assessment
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Empower students to give and receive feedback about their learning

Goal 4	Improve the wellbeing of all students
Target 4.1	<p>By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of</p> <ul style="list-style-type: none"> • <i>Managing bullying</i> from 77 per cent in 2019 to 85 per cent <p>and in the Parent Opinion Survey, increase the proportion of responses indicating positive endorsement of</p> <ul style="list-style-type: none"> • <i>Managing bullying</i>, from 75 per cent in 2019 to 85 per cent • <i>Not experiencing bullying</i>, from 59 per cent in 2019 to 85 per cent.
Target 4.2	<p>By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of</p> <ul style="list-style-type: none"> • <i>Respect for diversity</i> from 80 per cent in 2019 to 90 per cent • <i>Sense of connectedness</i> from 81 per cent in 2019 to 90 per cent.
Target 4.3	<p>By 2024, increase the proportion of responses indicating positive endorsement in the</p> <ul style="list-style-type: none"> • School Staff Survey for <i>Parent and community involvement</i>, from 62 per cent in 2019 to 79 per cent • Parent Opinion Survey for <i>School pride and confidence</i> from 77 per cent to 85 per cent
Key Improvement Strategy 4.a Building communities	Refresh school values
Key Improvement Strategy 4.b Global citizenship	Enrich initiatives to develop social and emotional learning

Key Improvement Strategy 4.c
Setting expectations and promoting
inclusion

Document and implement process to respond to students at risk

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 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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>-Students 6 months behind in key learning areas to have a minimum of 12 months growth-Students achieving above the expected level in key learning areas to have a minimum of 12 months growth</p>
<p>Improve student learning outcomes in literacy and numeracy.</p>	Yes	<p>By 2024, increase the proportion of students achieving at or above the expected level as measured by teacher judgement in:</p> <ul style="list-style-type: none"> • <i>measurement and geometry</i>, from 13 per cent in 2019 to at least 25 per cent • <i>statistics and probability</i>, from 14 per cent in 2019 to at least 25 per cent • <i>speaking and listening</i>, from 10 per cent in 2019 to at least 25 per cent • <i>writing</i>, from 17 per cent in 2019 to at least 25 per cent. 	<p>To increase the proportion of students achieving at or above the expected level as measured by teacher judgement in:M&G 2021 at or above = 88%M&G 2022 target at or above = 92%S&P 2021 at or above = 87%S&P 2022 target at or above = 91%S&L 2021 at or above = 96%S&L 2022 target at or above = 98%Writing 2021 at or above = 85%Writing 2022 target at or above = 87%</p>

		<p>By 2024, increase the proportion of Year 5 students in the top two bands in</p> <ul style="list-style-type: none"> • <i>numeracy</i>, from 33 per cent in 2019 to at least 40 per cent • <i>writing</i> from 17 per cent in 2019 to at least 30 per cent <p>and ensure that less than 10 per cent are in the bottom two bands.</p>	<p>To increase the proportion of students achieving above the expected level as measured by teacher judgement in: Number & Algebra 2021 = 26% Number & Algebra 2022 target = 28% Writing 2021 = 26% Writing 2022 target = 28%</p>
		<p>By 2024, increase the proportion of Year 5 students demonstrating at or above benchmark in</p> <ul style="list-style-type: none"> • <i>numeracy</i>, from 29 per cent in 2019 to 35 per cent • <i>writing</i>, from 23 per cent in 2019 to 28 per cent <p>and reduce the proportion showing below benchmark growth in</p> <ul style="list-style-type: none"> • <i>writing</i>, from 23 per cent in 2019 to no more than 18 per cent. 	<p>See above for at and above targets Reduce the proportion of students below the expected level as measured by teacher judgement in: Writing 2021 = 15% Writing 2022 target = 12%</p>
		<p>By 2024, in the Staff Survey, increase the proportion of positive endorsement of</p> <ul style="list-style-type: none"> • <i>Understanding formative assessment</i> from 67 per cent in 2019 to at least 75 per cent • <i>Collective efficacy</i> from 65 per cent in 2019 to at least 75 per cent. 	<p>To increase the proportion of positive endorsement as measured in the Staff Survey of: Understanding formative assessment 2021 = 36% Understanding formative assessment 2022 target = 46% Collective efficacy 2021 = 65% Collective efficacy 2022 target = 70% Teacher collaboration 2021 = 46% Teacher collaboration 2022 target = 50% Instructional leadership 2021 = 56% Instructional leadership 2022 target = 60% Leaders' support for change 2021 = 45% Leaders' support for change 2022 target = 50%</p>
Improve student voice and agency in their learning.	Yes	<p>By 2024 in the Attitudes to School Survey increase the proportion of Year 4 to 6 students indicating endorsement of</p> <ul style="list-style-type: none"> • the factor <i>Student voice and agency</i> from 66 per cent in 2019 to 85 per cent • the domain <i>Learner characteristics and disposition</i> from an average of 83.2 per cent in 2019 to at least 86 per cent. 	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of: Student voice and agency 2021 = 71% Student voice and agency 2022 target = 75% Learner characteristics and disposition average 2021 = 80.2% Learner characteristics and disposition average 2022 target = 84%</p>

		By 2024, reduce the proportion of students absent 20 or more days from 29 per cent in 2019 to a 25 per cent or less.	Reduce the proportion of students absent 20 or more days from:2021 = 27%2022 target = impacted by COVID
		By 2024, in the School Staff Survey, increase the proportion of positive endorsement for <ul style="list-style-type: none"> • <i>Promote student ownership</i> from 67 per cent in 2019 to at least 75 per cent • <i>Growth and learning of whole student</i> from 65 per cent in 2019 to at least 75 per cent 	To increase the proportion of positive endorsement as measured in the Staff Survey of:Promote student ownership 2021 = 71%Promote student ownership 2022 target = 75%Growth and learning of whole student 2021 = 71%Growth and learning of whole student 2022 target = 75%
Improve the wellbeing of all students	Yes	By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of <ul style="list-style-type: none"> • <i>Managing bullying</i> from 77 per cent in 2019 to 85 per cent and in the Parent Opinion Survey, increase the proportion of responses indicating positive endorsement of • <i>Managing bullying</i>, from 75 per cent in 2019 to 85 per cent • <i>Not experiencing bullying</i>, from 59 per cent in 2019 to 85 per cent. 	Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:Managing bullying 2021 = 79%Managing bullying 2022 target = 83%To increase the proportion of positive endorsement as measured in the Parent Opinion Survey of:Managing bullying 2021 = 74%Managing bullying 2022 target = 78%Not experiencing bullying 2021 = 63%Not experiencing bullying 2022 target = 67%
		By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of <ul style="list-style-type: none"> • <i>Respect for diversity</i> from 80 per cent in 2019 to 90 per cent • <i>Sense of connectedness</i> from 81 per cent in 2019 to 90 per cent. 	Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:Respect for diversity 2021 = 82%Respect for diversity 2022 target = 86%Sense of connectedness 2021 = 77%Sense of connectedness 2022 target = 81%
		By 2024, increase the proportion of responses indicating positive endorsement in the <ul style="list-style-type: none"> • School Staff Survey for <i>Parent and community involvement</i>, from 62 per cent in 2019 to 79 per cent • Parent Opinion Survey for <i>School pride and confidence</i> from 77 per cent to 85 per cent 	To increase the proportion of positive endorsement as measured in the Staff Survey for:Parent and community involvement 2021 = 62%Parent and community involvement 2022 target = 66%To increase the proportion of positive endorsement as measured in the

			Parent Opinion Survey for: School pride and confidence 2021 = 47% School pride and confidence 2022 target = 60%
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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.	
12 Month Target 1.1	-Students 6 months behind in key learning areas to have a minimum of 12 months growth -Students achieving above the expected level in key learning areas to have a minimum of 12 months growth	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 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	Yes
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student learning outcomes in literacy and numeracy.	

<p>12 Month Target 2.1</p>	<p>To increase the proportion of students achieving at or above the expected level as measured by teacher judgement in:</p> <p>M&G 2021 at or above = 88% M&G 2022 target at or above = 92%</p> <p>S&P 2021 at or above = 87% S&P 2022 target at or above = 91%</p> <p>S&L 2021 at or above = 96% S&L 2022 target at or above = 98%</p> <p>Writing 2021 at or above = 85% Writing 2022 target at or above = 87%</p>
<p>12 Month Target 2.2</p>	<p>To increase the proportion of students achieving above the expected level as measured by teacher judgement in:</p> <p>Number & Algebra 2021 = 26% Number & Algebra 2022 target = 28%</p> <p>Writing 2021 = 26% Writing 2022 target = 28%</p>
<p>12 Month Target 2.3</p>	<p>See above for at and above targets</p> <p>Reduce the proportion of students below the expected level as measured by teacher judgement in:</p> <p>Writing 2021 = 15% Writing 2022 target = 12%</p>
<p>12 Month Target 2.4</p>	<p>To increase the proportion of positive endorsement as measured in the Staff Survey of:</p> <p>Understanding formative assessment 2021 = 36% Understanding formative assessment 2022 target = 46%</p> <p>Collective efficacy 2021 = 65% Collective efficacy 2022 target = 70%</p>

	<p>Teacher collaboration 2021 = 46%</p> <p>Teacher collaboration 2022 target = 50%</p> <p>Instructional leadership 2021 = 56%</p> <p>Instructional leadership 2022 target = 60%</p> <p>Leaders' support for change 2021 = 45%</p> <p>Leaders' support for change 2022 target = 50%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Develop professional learning communities	Yes
KIS 2.b Curriculum planning and assessment	Strengthen implementation of the Victorian Teaching and Learning Model	No
KIS 2.c Evaluating impact on learning	Build data literacy	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.	DPS undertook PLC training in semester two 2021. We are primed for PLC work including inquiry cycles based on data, assessment and evidence to run in 2022.	
Goal 3	Improve student voice and agency in their learning.	
12 Month Target 3.1	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:</p> <p>Student voice and agency 2021 = 71%</p>	

	<p>Student voice and agency 2022 target = 75%</p> <p>Learner characteristics and disposition average 2021 = 80.2%</p> <p>Learner characteristics and disposition average 2022 target = 84%</p>	
12 Month Target 3.2	<p>Reduce the proportion of students absent 20 or more days from:</p> <p>2021 = 27%</p> <p>2022 target = impacted by COVID</p>	
12 Month Target 3.3	<p>To increase the proportion of positive endorsement as measured in the Staff Survey of:</p> <p>Promote student ownership 2021 = 71%</p> <p>Promote student ownership 2022 target = 75%</p> <p>Growth and learning of whole student 2021 = 71%</p> <p>Growth and learning of whole student 2022 target = 75%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Setting expectations and promoting inclusion	Embed a consistent approach to student goal setting	Yes
KIS 3.b Intellectual engagement and self-awareness	Teachers and students co-construct assessment	No
KIS 3.c Intellectual engagement and self-awareness	Empower students to give and receive feedback about their learning	No

<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>This will tie in with our work on GVC and sharing this work with students to begin goal setting.</p>
<p>Goal 4</p>	<p>Improve the wellbeing of all students</p>
<p>12 Month Target 4.1</p>	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:</p> <p>Managing bullying 2021 = 79% Managing bullying 2022 target = 83%</p> <p>To increase the proportion of positive endorsement as measured in the Parent Opinion Survey of:</p> <p>Managing bullying 2021 = 74% Managing bullying 2022 target = 78%</p> <p>Not experiencing bullying 2021 = 63% Not experiencing bullying 2022 target = 67%</p>
<p>12 Month Target 4.2</p>	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:</p> <p>Respect for diversity 2021 = 82% Respect for diversity 2022 target = 86%</p> <p>Sense of connectedness 2021 = 77% Sense of connectedness 2022 target = 81%</p>
<p>12 Month Target 4.3</p>	<p>To increase the proportion of positive endorsement as measured in the Staff Survey for:</p> <p>Parent and community involvement 2021 = 62% Parent and community involvement 2022 target = 66%</p> <p>To increase the proportion of positive endorsement as measured in the Parent Opinion Survey for:</p>

	School pride and confidence 2021 = 47% School pride and confidence 2022 target = 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Building communities	Refresh school values	Yes
KIS 4.b Global citizenship	Enrich initiatives to develop social and emotional learning	No
KIS 4.c Setting expectations and promoting inclusion	Document and implement process to respond to students at risk	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 began work on refreshing school values in 2021 and we are keen to cement this work and finalise our values this year.	

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	-Students 6 months behind in key learning areas to have a minimum of 12 months growth -Students achieving above the expected level in key learning areas to have a minimum of 12 months growth			
KIS 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			
Actions	<ul style="list-style-type: none"> -Build staff knowledge, understanding and skills in assessment and quality differentiation in order to identify and meet students' individual learning needs. -Embed and strengthen a multi-tiered response to meet students' individual learning needs including classroom based ES to support those with additional learning requirements -Build classroom based ES capability through upskilling with assistant principal who will coordinate professional learning, liaising with SSS and program development and implementation - Implement IEPs for students demonstrating high abilities - Specific programs and opportunities for extension for high achieving students e.g. visiting author, McRob extension program 			
Outcomes	<ul style="list-style-type: none"> -Increased student growth so that those 6 months behind demonstrate growth beyond 12 months -Increased staff confidence in assessment and quality differentiation -Frequent use and discussion about student growth and achievement using data walls 			
Success Indicators	<ul style="list-style-type: none"> -Teachers' planning documents and in class observations demonstrate strong, quality differentiation which caters for students' individual learning needs. -Shared understanding of how students are targeted for intervention and extension -Documented use of data walls 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Build staff knowledge, understanding and skills in assessment and quality differentiation in order to identify and meet students' individual learning needs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Tutoring, intervention and high abilities leader to ensure students are targeted for support and extension and provide PL to staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$57,083.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Embed and strengthen a multi-tiered response to meet students' individual learning needs including classroom based ES to support those with additional learning requirements</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$66,058.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement IEPs for students demonstrating high abilities	<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
Specific programs and opportunities for extension for high achieving students e.g. visiting author, McRob extension program	<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
Build classroom based ES capability through upskilling with assistant principal who will coordinate professional learning, liaising with SSS and program development and implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,022.00 <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
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Finalise school values ensuring input from all key stakeholders -Creat a vision statement -Review current reactive student management strategies and procedures -Research and develop proactive strategies to support students wellbeing and mental health			
Outcomes	-All key stakeholders will know and understand our values and vision -Refined student management procedures ensuring a more consistent approach -Proactive mental health and wellbeing strategy developed			
Success Indicators	-Values/vision in/on school documents -Key stakeholders begin to know and live values/vision -Improved student wellbeing and mental health			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Assistant principal and wellbeing leader/team to work together to lead review and refinement of proactive and reactive approaches to student management, wellbeing and mental health.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$18,125.00</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>
<p>Values and vision determined and unpacked with students/families/community</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team</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>Goal 2</p>	<p>Improve student learning outcomes in literacy and numeracy.</p>			
<p>12 Month Target 2.1</p>	<p>To increase the proportion of students achieving at or above the expected level as measured by teacher judgement in:</p> <p>M&G 2021 at or above = 88%</p> <p>M&G 2022 target at or above = 92%</p>			

	<p>S&P 2021 at or above = 87% S&P 2022 target at or above = 91%</p> <p>S&L 2021 at or above = 96% S&L 2022 target at or above = 98%</p> <p>Writing 2021 at or above = 85% Writing 2022 target at or above = 87%</p>
12 Month Target 2.2	<p>To increase the proportion of students achieving above the expected level as measured by teacher judgement in:</p> <p>Number & Algebra 2021 = 26% Number & Algebra 2022 target = 28%</p> <p>Writing 2021 = 26% Writing 2022 target = 28%</p>
12 Month Target 2.3	<p>See above for at and above targets</p> <p>Reduce the proportion of students below the expected level as measured by teacher judgement in:</p> <p>Writing 2021 = 15% Writing 2022 target = 12%</p>
12 Month Target 2.4	<p>To increase the proportion of positive endorsement as measured in the Staff Survey of:</p> <p>Understanding formative assessment 2021 = 36% Understanding formative assessment 2022 target = 46%</p> <p>Collective efficacy 2021 = 65% Collective efficacy 2022 target = 70%</p> <p>Teacher collaboration 2021 = 46% Teacher collaboration 2022 target = 50%</p>

	Instructional leadership 2021 = 56% Instructional leadership 2022 target = 60% Leaders' support for change 2021 = 45% Leaders' support for change 2022 target = 50%			
KIS 2.a Building practice excellence	Develop professional learning communities			
Actions	<ul style="list-style-type: none"> -Establish a School Improvement/Leadership Team (LSIT) who will be responsible for leading PLC work in 2022 -GROWTH coaching for LSIT to support them in working with teams when implementing and embedding inquiry cycles, building middle level leaders -Review and refine meeting schedule to ensure greater 'flow' of work and free up time to do core PLC work. -Implement inquiry cycles. -Instructional coaching/peer observations/learning walks and associated feedback used to support teacher and classroom based ES practice. -Review existing planning structures and refine as necessary. -Review curriculum to create D&YP.S. GVC for core curriculum areas 			
Outcomes	<ul style="list-style-type: none"> -LSIT will lead PLC inquiry cycles and collaboration will be increased -Greater flexibility in meeting schedule will allow core work to be prioritised -Improved confidence in LSIT to lead the PLC work 			
Success Indicators	<ul style="list-style-type: none"> -Planners reflect consistency of practice across grade teams -Documented meeting schedule reflects PLC model -Greater consistency of practice across and between classrooms as documented in peer obs/learning walk/coaching notes and discussions/reflections/feedback 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
GROWTH coaching professional learning for LSIT	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
-Review and refine meeting schedule to ensure greater 'flow' of work and free up time to do core PLC work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
-Establish a School Improvement/Leadership Team (LSIT) who will be responsible for leading PLC work in 2022	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Implement inquiry cycles	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
Instructional coaching/peer observations/learning walks and associated feedback used to support teacher and classroom based ES practice	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Review existing planning structures and refine as necessary	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> School Leadership Team		to: Term 4	<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
Review curriculum to create D&YP.S. GVC for core curriculum and specialist areas		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
KIS 2.c Evaluating impact on learning	Build data literacy				
Actions	<ul style="list-style-type: none"> -Establish a data team -Build data literacy through the use of data walls, writing moderation and the use of data, assessment and evidence to inform planning, teaching and learning -Review and refine writing moderation marking sheets and align to GVC in this area 				

Outcomes	-Improved teacher confidence with data -Data/assessment/evidence used to inform planning -Increased consistency and accuracy of writing assessment			
Success Indicators	-Planning documents show use of data, assessment, evidence -Writing moderation documentation			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a data team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Build data literacy through the use of data walls, writing moderation and the use of data, assessment and evidence to inform planning, teaching and learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Review and refine writing moderation marking sheets and align to GVC in this area	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve student voice and agency in their learning.			
12 Month Target 3.1	Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of: Student voice and agency 2021 = 71% Student voice and agency 2022 target = 75% Learner characteristics and disposition average 2021 = 80.2% Learner characteristics and disposition average 2022 target = 84%			
12 Month Target 3.2	Reduce the proportion of students absent 20 or more days from: 2021 = 27% 2022 target = impacted by COVID			
12 Month Target 3.3	To increase the proportion of positive endorsement as measured in the Staff Survey of:			

	Promote student ownership 2021 = 71% Promote student ownership 2022 target = 75% Growth and learning of whole student 2021 = 71% Growth and learning of whole student 2022 target = 75%			
KIS 3.a Setting expectations and promoting inclusion	Embed a consistent approach to student goal setting			
Actions	-Using the GVC documentation we produce, staff will work on putting this into student friendly language from which goals can be set			
Outcomes	-Greater ownership of own learning by students -Increased learner agency			
Success Indicators	-Documented goals collaboratively set by teachers and students			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Using the GVC documentation we produce, staff will work on putting this into student friendly language from which goals can be set	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Improve the wellbeing of all students			

<p>12 Month Target 4.1</p>	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:</p> <p>Managing bullying 2021 = 79% Managing bullying 2022 target = 83%</p> <p>To increase the proportion of positive endorsement as measured in the Parent Opinion Survey of:</p> <p>Managing bullying 2021 = 74% Managing bullying 2022 target = 78%</p> <p>Not experiencing bullying 2021 = 63% Not experiencing bullying 2022 target = 67%</p>
<p>12 Month Target 4.2</p>	<p>Increase the proportion of Years 4 to 6 students indicating positive endorsement as measured in the AtoSS of:</p> <p>Respect for diversity 2021 = 82% Respect for diversity 2022 target = 86%</p> <p>Sense of connectedness 2021 = 77% Sense of connectedness 2022 target = 81%</p>
<p>12 Month Target 4.3</p>	<p>To increase the proportion of positive endorsement as measured in the Staff Survey for:</p> <p>Parent and community involvement 2021 = 62% Parent and community involvement 2022 target = 66%</p> <p>To increase the proportion of positive endorsement as measured in the Parent Opinion Survey for:</p> <p>School pride and confidence 2021 = 47% School pride and confidence 2022 target = 60%</p>
<p>KIS 4.a Building communities</p>	<p>Refresh school values</p>
<p>Actions</p>	<ul style="list-style-type: none"> -Wellbeing team work with key stakeholders to develop new values and vision -Wellbeing team develop an implementation strategy to ensure vision and values are known, understood and 'lived' -Review and refine documentation to reflect new vision and values (e.g. letterhead, policies)

Outcomes	-Established values and vision which is representative of the school and its uniqueness -Staff, students and families are able to articulate what our values are and what they mean			
Success Indicators	-Vision and values reflected in documentation -Learning walk notes to reflect staff and student knowledge and understanding of vision and values			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing team work with key stakeholders to develop new values and vision	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Wellbeing team develop and support all staff to implement strategy to ensure vision and values are known, understood and 'lived'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$36,022.00	\$36,022.00	\$0.00
Disability Inclusion Tier 2 Funding	\$123,141.00	\$123,141.00	\$0.00
Schools Mental Health Fund and Menu	\$18,125.00	\$18,125.00	\$0.00
Total	\$177,288.00	\$177,288.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutoring, intervention and high abilities leader to ensure students are targeted for support and extension and provide PL to staff.	\$57,083.00
Embed and strengthen a multi-tiered response to meet students' individual learning needs including classroom based ES to support those with additional learning requirements	\$66,058.00
Build classroom based ES capability through upskilling with assistant principal who will coordinate professional learning, liaising with SSS and program development and implementation	\$36,022.00
Assistant principal and wellbeing leader/team to work together to lead review and refinement of proactive and reactive approaches to student management, wellbeing and mental health.	\$18,125.00

Totals	\$177,288.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Build classroom based ES capability through upskilling with assistant principal who will coordinate professional learning, liaising with SSS and program development and implementation	from: Term 1 to: Term 4	\$36,022.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$36,022.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutoring, intervention and high abilities leader to ensure students are targeted for support and extension and provide PL to staff.	from: Term 1 to: Term 4	\$57,083.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator
Embed and strengthen a multi-tiered response to meet students' individual learning needs including classroom based ES to support those with additional learning requirements	from: Term 1 to: Term 4	\$66,058.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education Support Staff

Totals		\$123,141.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant principal and wellbeing leader/team to work together to lead review and refinement of proactive and reactive approaches to student management, wellbeing and mental health.	from: Term 2 to: Term 4	\$18,125.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional teacher ○ Assistant Principal
Totals		\$18,125.00	

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
Build classroom based ES capability through upskilling with assistant principal who will coordinate professional learning, liaising with SSS and program development and implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
GROWTH coaching professional learning for LSIT	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants GROWTH Coaching International	<input checked="" type="checkbox"/> Off-site Geelong
Instructional coaching/peer observations/learning walks and associated feedback used to support teacher and classroom based ES practice	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build data literacy through the use of data walls, writing moderation and the use of data, assessment and evidence to inform planning, teaching and learning	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
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