

# 2022 Annual Implementation Plan

## for improving student outcomes

Altona Meadows Primary School (5172)



Submitted for review by Emma Hampton (School Principal) on 03 March, 2022 at 04:25 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 March, 2022 at 09:37 AM  
Endorsed by Sophie Angus (School Council President) on 08 March, 2022 at 09:31 PM

## 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.	

<b>Leadership</b>	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	

<b>Engagement</b>	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	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	Our school is in a great position and ready for change, improvement and growth. Our focus on teaching & learning development and a direct link to our student data collected and utilized.
<b>Considerations for 2022</b>	Our targeted plan for 2022's focus on teaching & learning is developing based on teacher readiness and capability. The implementation of PLC's have begun with professional learning at the end of 2021. The stability in our staffing profile allow us ample opportunity for growth.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>												
<b>Target 1.1</b>	Support for the 2022 Priorities												
<b>Key Improvement Strategy 1.a</b> 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												
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable												
<b>Goal 2</b>	To improve the learning growth and achievement in literacy and numeracy for all students.												
<b>Target 2.1</b>	<p>By 2022 improve the high learning growth from Year 3 to 5 to improve from the average growth for 2015-2018:</p> <table border="1" data-bbox="860 956 1648 1126"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>40%</td> </tr> </tbody> </table>		2018	2022	Reading	16%	35%	Writing	16%	25%	Numeracy	14%	40%
	2018	2022											
Reading	16%	35%											
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<b>Target 2.2</b>	By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows:												

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<b>Target 2.3</b>	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 5 (bands 7 and 8) as follows:</p> <table border="1"> <tr> <td></td> <td>2018</td> <td>2022</td> </tr> <tr> <td>Reading</td> <td>14%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>5%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>40%</td> </tr> </table>		2018	2022	Reading	14%	40%	Writing	5%	40%	Numeracy	9%	40%
	2018	2022											
Reading	14%	40%											
Writing	5%	40%											
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<b>Target 2.4</b>	<p>By 2022 every student will make at least 12 months growth as evidenced by the Victorian Curriculum Teacher Judgements (triangulated data used for verification) in Reading, Writing and Numeracy. By 2022 every student will make at least 12 months growth every 12 months according to teacher judgement o the Victorian Curriculum standards in speaking and listening.</p>												
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build Teacher capability to track student learning gain and use this data to inform curriculum planning and teaching practice												
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Implement PLCs to analyse and evaluate teaching practices and student learning growth over time. (BLT)												
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum standards and teacher capability to differentiate teaching programs (CPA)												

<b>Goal 3</b>	To deepen and strengthen student voice, learner agency and student leadership throughout the school.
<b>Target 3.1</b>	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 21% (average 2017-2018) to 50%.</li> <li>• Student voice and agency from 31% (average 2017-2018) to 50%.</li> </ul>
<b>Target 3.2</b>	By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of trust in students and parents from 50% (2018) to 80% (2022).
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a whole school understanding of student voice, learner agency and student leadership. (ESBSP)
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Strengthen the use of student feedback and voice to inform teaching practices. (SEPI)
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Establish school-wide systems and structures that enable students to participate in the design and implementation of school policy and programs. (CPA)
<b>Goal 4</b>	To empower student to be self-regulated learners who are actively engaged in their learning environment.
<b>Target 4.1</b>	By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of staff efficacy from 63% (2018) to 80% (2022) and collective responsibility from 88% (2018) to 95% (2022)

<b>Target 4.2</b>	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 to 55% for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 32.5% (average 2017-2018) to 55%</li> <li>• Self-regulation and goal setting from 25% (average 2017-2018) to 55%</li> <li>• Sense of confidence from 42% (average 2017-2018) to 55%.</li> </ul>
<b>Target 4.3</b>	<p>By 2022 improve the percentage of positive responses on the Parent Opinion survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 52% (2018) to 65%.</li> <li>• School support from 24% (2018) to 50%.</li> <li>• School connectedness from 62% (2018) to 90%.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Deepen staff knowledge and teacher practice in the Inquiry approach to learning.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Build student capacity in using learning technologies to connect with the learning community.
<b>Key Improvement Strategy 4.c</b> Parents and carers as partners	Develop communication strategies that will connect the parent/carers community to the school.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	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>Altona Meadows PS will focus on the aligned DET priorities with a focus on the implementation of PLC's and also School Wide Positive Behaviour/Respectful Relationships</p>												
<p>To improve the learning growth and achievement in literacy and numeracy for all students.</p>	Yes	<p>By 2022 improve the high learning growth from Year 3 to 5 to improve from the average growth for 2015-2018:</p> <table border="1" data-bbox="981 1198 1585 1369"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>40%</td> </tr> </tbody> </table>		2018	2022	Reading	16%	35%	Writing	16%	25%	Numeracy	14%	40%	<p>Current progress at end of 2021:            Reading target 35% - % at end of 2021: 23.08% = 11.92% gap            Writing target 25% - % at end of 2021: 26.32% = 1.32% surpassed            Numeracy target 40% - % at end of 2021: 30% = 10% gap</p>
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		<p>By 2022 every student will make at least 12 months growth as evidenced by the Victorian Curriculum Teacher Judgements (triangulated data used for verification) in Reading, Writing and Numeracy. By 2022 every student will make at least 12 months growth every 12 months according to teacher judgement o the Victorian Curriculum standards in speaking and listening.</p>	<p>Current progress at end of 2021:  Reading: % at end o 2021: 21.6% = 78.4% gap  Writing: % at end of 2021: 8.1% = 91.9% gap  Numeracy: % at end of 2021: 14.5% = 85.5% gap  Speaking &amp; Listening: % at end of 2021: 6.1% = 93.9% gap</p>												

To deepen and strengthen student voice, learner agency and student leadership throughout the school.	Yes	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 21% (average 2017-2018) to 50%.</li> <li>• Student voice and agency from 31% (average 2017-2018) to 50%.</li> </ul>	<p>Current progress at end of 2021:  Stimulated Learning: % at end of 2021: 72% = 22% surpass  Student Voice &amp; Agency: % at end of 2021: 64% = 14% surpass</p>
		<p>By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of trust in students and parents from 50% (2018) to 80% (2022).</p>	<p>Current progress at end of 2021:  Target: 80% - 47.1% at end of 2021 = 32.9% gap</p>
To empower student to be self-regulated learners who are actively engaged in their learning environment.	Yes	<p>By 2022 improve the percentage of positive responses on the School Staff Survey in the factor of staff efficacy from 63% (2018) to 80% (2022) and collective responsibility from 88% (2018) to 95% (2022)</p>	<p>Current progress at end of 2021:  Staff Efficacy: Target: 80% - % at end of 2021: 43.1% = 36.9% gap  Collective Responsibility: Target: 95% - % at end of 2021: 65.3% = 29.7% gap</p>
		<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 to 55% for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 32.5% (average 2017-2018) to 55%</li> <li>• Self-regulation and goal setting from 25% (average 2017-2018) to 55%</li> <li>• Sense of confidence from 42% (average 2017-2018) to 55%.</li> </ul>	<p>Current progress at end of 2021:  Sense of Connectedness: Target: 55% - % at end of 2021: 34.3% = 20.8% gap  Self Regulation &amp; Goal Setting: Target: 55% - % at end of 2021: 15.8% = 39.2% gap  Sense of Confidence: Target: 55% - % at end of 2021: 28.1% = 26.9% gap</p>

		<p>By 2022 improve the percentage of positive responses on the Parent Opinion survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 52% (2018) to 65%.</li> <li>• School support from 24% (2018) to 50%.</li> <li>• School connectedness from 62% (2018) to 90%.</li> </ul>	<p>Current progress at end of 2021:  Teacher Communication: Target: 65% - % at end of 2021: 53% = 12% gap  School Support: Target: 50% - % at end of 2021: 79% = 29% surpassed  School Connectedness: Target: 90% - % at end of 2021: 90%</p>
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<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;  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>	
<b>12 Month Target 1.1</b>	Altona Meadows PS will focus on the aligned DET priorities with a focus on the implementation of PLC's and also School Wide Positive Behaviour/Respectful Relationships	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>	
<p><b>Goal 2</b></p>	<p>To improve the learning growth and achievement in literacy and numeracy for all students.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Current progress at end of 2021:  Reading target 35% - % at end of 2021: 23.08% = 11.92% gap  Writing target 25% - % at end of 2021: 26.32% = 1.32% surpassed  Numeracy target 40% - % at end of 2021: 30% = 10% gap</p>	
<p><b>12 Month Target 2.2</b></p>	<p>Current progress at end of 2021:  Reading target 40% - % at end of 2021: 33.3% = 6.7% gap  Writing target 40% - % at end of 2021: 44.8% = 4.8% surpassed  Numeracy target 40% - % at end of 2021: 24.3% = 15.7% gap</p>	
<p><b>12 Month Target 2.3</b></p>	<p>Current progress at end of 2021:  Reading target 40% - % at end of 2021: 54.7% = 14.7% surpassed  Writing target 40% - % at end of 2021: 56.1% = 16.1% surpassed  Numeracy target 40% - % at end of 2021: 31% = 9% gap</p>	
<p><b>12 Month Target 2.4</b></p>	<p>Current progress at end of 2021:  Reading: % at end o 2021: 21.6% = 78.4% gap  Writing: % at end of 2021: 8.1% = 91.9% gap  Numeracy: % at end of 2021: 14.5% = 85.5% gap  Speaking &amp; Listening: % at end of 2021: 6.1% = 93.9% gap</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b> Building practice excellence</p>	<p>Build Teacher capability to track student learning gain and use this data to inform curriculum planning and teaching practice</p>	<p>Yes</p>

<b>KIS 2</b> Building leadership teams	Implement PLCs to analyse and evaluate teaching practices and student learning growth over time. (BLT)	Yes
<b>KIS 3</b> Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum standards and teacher capability to differentiate teaching programs (CPA)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Altona Meadows PS will focus on the effective implementation of PLC's consistently across the school. This focus will see a high level of importance placed on the development of teacher capacity to understand, unpack and to plan effective targeted lessons based on regularly scheduled data collection.	
<b>Goal 3</b>	To deepen and strengthen student voice, learner agency and student leadership throughout the school.	
<b>12 Month Target 3.1</b>	Current progress at end of 2021: Stimulated Learning: % at end of 2021: 72% = 22% surpass Student Voice & Agency: % at end of 2021: 64% = 14% surpass	
<b>12 Month Target 3.2</b>	Current progress at end of 2021: Target: 80% - 47.1% at end of 2021 = 32.9% gap	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop a whole school understanding of student voice, learner agency and student leadership. (ESBSP)	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Strengthen the use of student feedback and voice to inform teaching practices. (SEPI)	No

<b>KIS 3</b> Curriculum planning and assessment	Establish school-wide systems and structures that enable students to participate in the design and implementation of school policy and programs. (CPA)	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 2022 a focused refinement on our Student Leadership program to ensure a widened opportunity for students in grade 3-6 to participate. This will see an increased level of student input and collaboration across the areas of Community, Environment, Wellbeing & Playgrounds to facilitate school improvement.	
<b>Goal 4</b>	To empower student to be self-regulated learners who are actively engaged in their learning environment.	
<b>12 Month Target 4.1</b>	Current progress at end of 2021: Staff Efficacy: Target: 80% - % at end of 2021: 43.1% = 36.9% gap Collective Responsibility: Target: 95% - % at end of 2021: 65.3% = 29.7% gap	
<b>12 Month Target 4.2</b>	Current progress at end of 2021: Sense of Connectedness: Target: 55% - % at end of 2021: 34.3% = 20.8% gap Self Regulation & Goal Setting: Target: 55% - % at end of 2021: 15.8% = 39.2% gap Sense of Confidence: Target: 55% - % at end of 2021: 28.1% = 26.9% gap	
<b>12 Month Target 4.3</b>	Current progress at end of 2021: Teacher Communication: Target: 65% - % at end of 2021: 53% = 12% gap School Support: Target: 50% - % at end of 2021: 79% = 29% surpassed School Connectedness: Target: 90% - % at end of 2021: 90%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Deepen staff knowledge and teacher practice in the Inquiry approach to learning.	No

<b>KIS 2</b> Empowering students and building school pride	Build student capacity in using learning technologies to connect with the learning community.	Yes
<b>KIS 3</b> Parents and carers as partners	Develop communication strategies that will connect the parent/carer community to the school.	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.	To enhance and strengthen school pride across the school community and within. A strong focus on uplifting who we are, what we stand for and how we care for each other. Consistent school wide approach to behaviour management for both positive and negative choices with clear communication to families. A targeted approach on instilling school pride with our students and their families.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Altona Meadows PS will focus on the aligned DET priorities with a focus on the implementation of PLC's and also School Wide Positive Behaviour/Respectful Relationships
<b>KIS 1</b> 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
<b>Actions</b>	Note: Semester One school wide focus will be on Reading. Semester Two focus will convert to Numeracy for Tutoring. A1: Restructure of Reading Instructional Model to ensure depth in teaching, consistent practice, individual student data used to plan purposeful lesson content. A2: Literacy Consultant engaged to strengthen knowledge and implementation of Reading restructure. A3: TLI implemented in Grade 1/2 to work on closing the gap created by remote learning environment. A4: .6 staff member allocated to Grade 3/4 to work on closing the gap created by remote learning environment.
<b>Outcomes</b>	A1: Consistent practice across all cohorts with an increased awareness and use of Victorian Curriculum and student data resulting in targeted lessons planned and delivered with an impact on data. A2: Development in teacher practice along with a shift of focus in planning based on curriculum and interpretation of data. A3: Regular collection of data with positive impact. Improvement in student capability. A4: Extension of flexibility of student groupings based on data. To see a narrowed focus on width of data levels.
<b>Success Indicators</b>	A1: Reading planners and content are consistent with clear links to the Victorian Curriculum. Assessment schedule redeveloped to ensure regular data is collected and uploaded in a timely manner. Term overviews developed for all learning areas with regular data check in's scheduled. Teacher Judgements made at the end of each term to have a better understanding of progress growth. Fountas & Pinnell implemented to allow staff a better understanding of student growth and next steps. A2: Common language and implementation of refreshed Reading Structure. Consistent approach to the delivery of reading with a common focus in all grade levels. Learning Walks embedded to observe practice and provide timely feedback. Teacher feedback provided on work planners and also through learning walks with the intention of improved practice. A3: Student data from TLI tracked and monitored with regular feedback to the 1/2 team on student progression. Student movement

	<p>from program tracked and monitored through achievement. IEP goals set linked to TLI focus, achievement of IEP's targets.  A4: Structured system developed for the support role to have a targeted intervention with small groups with intention of seeing a shift in data.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Restructure of Reading Instructional Model to ensure depth in teaching, consistent practice, individual student data used to plan purposeful lesson content.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Literacy Consultant engaged to strengthen knowledge and implementation of Reading restructure.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$14,520.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>TLI implemented in Grade 1/2 to work on closing the gap created by remote learning environment.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$118,565.33</p> <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>.6 staff member allocated to Grade 3/4 to work on closing the gap created by remote learning environment.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>To have a focused, targeted approach to monitoring student attendance with a proactive response to absences</p>			
<p><b>Outcomes</b></p>	<p>Student attendance data to be reduced in the area of unexplained absences from an average of 10.7 to an average of 7</p>			

<b>Success Indicators</b>	Reduced percentage of students absent Targeted approach for chronic absenteeism including monitoring individual students by Principal and Assistant Principal with twice weekly phone calls when absent.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
To have a focused, targeted approach to monitoring student attendance with a proactive response to absences	<input checked="" type="checkbox"/> Leadership Team <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
<b>Goal 2</b>	To improve the learning growth and achievement in literacy and numeracy for all students.			
<b>12 Month Target 2.1</b>	Current progress at end of 2021: Reading target 35% - % at end of 2021: 23.08% = 11.92% gap Writing target 25% - % at end of 2021: 26.32% = 1.32% surpassed Numeracy target 40% - % at end of 2021: 30% = 10% gap			
<b>12 Month Target 2.2</b>	Current progress at end of 2021: Reading target 40% - % at end of 2021: 33.3% = 6.7% gap Writing target 40% - % at end of 2021: 44.8% = 4.8% surpassed Numeracy target 40% - % at end of 2021: 24.3% = 15.7% gap			
<b>12 Month Target 2.3</b>	Current progress at end of 2021: Reading target 40% - % at end of 2021: 54.7% = 14.7% surpassed			

	Writing target 40% - % at end of 2021: 56.1% = 16.1% surpassed Numeracy target 40% - % at end of 2021: 31% = 9% gap			
<b>12 Month Target 2.4</b>	Current progress at end of 2021: Reading: % at end o 2021: 21.6% = 78.4% gap Writing: % at end of 2021: 8.1% = 91.9% gap Numeracy: % at end of 2021: 14.5% = 85.5% gap Speaking & Listening: % at end of 2021: 6.1% = 93.9% gap			
<b>KIS 1</b> Building practice excellence	Build Teacher capability to track student learning gain and use this data to inform curriculum planning and teaching practice			
<b>Actions</b>	A1: Build staff capability to identify appropriate diagnostic assessments to collect student data A2: Build staff capability to design formative and summative assessments to collect student data A3: Strengthen staff capability to analyse student data A4: Build staff capability to teach at student's point of need			
<b>Outcomes</b>	A1: Students have regular opportunities to demonstrate their learning through data check in's. This is then used to drive teaching and learning. A2: Regular, scheduled use of diagnostic, formative and summative assessment A3 & 4: Students receive support at their point of learning			
<b>Success Indicators</b>	A1 &2: Assessment schedule demonstrates a variety of diagnostic, formative and summative assessment A1 & 2: PLC minutes show evidence of collaborative conversation and implementation A3 & 4: PLC minutes and curriculum documentation show evidence of planning for differentiation			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Build staff capability to identify appropriate diagnostic assessments to collect student data	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Build staff capability to design formative and summative assessments to collect student data  Strengthen staff capability to analyse student data</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>Build staff capability to teach at student's point of need</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
<b>KIS 2</b> Building leadership teams	Implement PLCs to analyse and evaluate teaching practices and student learning growth over time. (BLT)			
<b>Actions</b>	PLC leader appointed for 2022 to undertake the following: A1: Develop whole staff understanding of PLC's A2: Develop norms and protocols for PLC meetings A3: Develop a positive learning culture throughout the school focusing on a collaborative approach to improving teacher practice and student outcomes			
<b>Outcomes</b>	Students participate in point of need learning tasks Teachers articulate the importance of formative assessment and how/when it is used throughout the PLC cycle Leaders consciously protect privileged PLC collaboration time			
<b>Success Indicators</b>	Observational notes form PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student growth			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop whole staff understanding of PLC's along with norms and protocols for PLC meetings Develop a positive learning culture throughout the school focusing on a collaborative approach to improving teacher practice and student outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>KIS 3</b> Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum standards and teacher capability to differentiate teaching programs (CPA)			
<b>Actions</b>	A1: Strengthen staff awareness and consistent referral to the Victorian Curriculum when planning and developing assessments A2: Utilisation of Victorian Curriculum to plan purposeful learning			
<b>Outcomes</b>	Continual referral to Victorian Curriculum with deeper knowledge of impact on teaching & learning Students learning at point of need			
<b>Success Indicators</b>	PLC minutes with evidenced collaboration Curriculum mapping PLC tracking of implemented Victorian Curriculum Student academic and wellbeing growth			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Strengthen staff awareness and consistent referral to the Victorian Curriculum when planning and developing assessments	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <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
<b>Goal 3</b>	To deepen and strengthen student voice, learner agency and student leadership throughout the school.			



<b>12 Month Target 3.1</b>	Current progress at end of 2021: Stimulated Learning: % at end of 2021: 72% = 22% surpass Student Voice & Agency: % at end of 2021: 64% = 14% surpass			
<b>12 Month Target 3.2</b>	Current progress at end of 2021: Target: 80% - 47.1% at end of 2021 = 32.9% gap			
<b>KIS 1</b> Empowering students and building school pride	Develop a whole school understanding of student voice, learner agency and student leadership. (ESBSP)			
<b>Actions</b>	A1: Semester Two implement Professional Learning with staff on student voice and learner agency A2: Unpack Attitudes to School Data setting actions per cohort responses A3: Students to have direct involvement in setting learning goals and aspirations			
<b>Outcomes</b>	A1: Staff develop deeper understanding of the impact strong, authentic student voice and learner agency has on student academic and wellbeing growth A2: Students see a direct link to their feedback and actions taken by staff to improve the learning environment A3: Students have ownership and deeper understanding of their goal linked directly to learning			
<b>Success Indicators</b>	A1: Authentic student involvement in teaching and learning A2: Learning environment is highly conducive to learning A3: Students develop an authentic understanding of goal setting and the benefits to their learning			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Unpack Attitudes to School Data setting actions per cohort responses	<input checked="" type="checkbox"/> Leadership Team <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
<b>Goal 4</b>	To empower student to be self-regulated learners who are actively engaged in their learning environment.			
<b>12 Month Target 4.1</b>	Current progress at end of 2021: Staff Efficacy: Target: 80% - % at end of 2021: 43.1% = 36.9% gap Collective Responsibility: Target: 95% - % at end of 2021: 65.3% = 29.7% gap			
<b>12 Month Target 4.2</b>	Current progress at end of 2021: Sense of Connectedness: Target: 55% - % at end of 2021: 34.3% = 20.&% gap Self Regulation & Goal Setting: Target: 55% - % at end of 2021: 15.8% = 39.2% gap Sense of Confidence: Target: 55% - % at end of 2021: 28.1% = 26.9% gap			
<b>12 Month Target 4.3</b>	Current progress at end of 2021: Teacher Communication: Target: 65% - % at end of 2021: 53% = 12% gap School Support: Target: 50% - % at end of 2021: 79% = 29% surpassed School Connectedness: Target: 90% - % at end of 2021: 90%			
<b>KIS 1</b> Empowering students and building school pride	Build student capacity in using learning technologies to connect with the learning community.			
<b>Actions</b>	A1: Establish and implement a Bring Your Own Device Program for students in Grades 3-6 A2: Implement a school owned iPad program for students in Grades Prep - 2			
<b>Outcomes</b>	A1 & 2: Students have a more regular, reliable access to technology			
<b>Success Indicators</b>	A1: Buy in to the BYOD program A2: Increase in access to iPads on a 1:1 basis A3: Students independence and use of technology is strong and authentic			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Establish and implement a Bring Your Own Device Program for students in Grades 3-6            Implement a school owned iPad program for students in Grades Prep - 2</p>	<p><input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$312,848.36	\$14,520.00	\$298,328.36
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$312,848.36	\$14,520.00	\$298,328.36

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy Consultant engaged to strengthen knowledge and implementation of Reading restructure.	\$14,520.00
<b>Totals</b>	\$14,520.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy Consultant engaged to strengthen knowledge and implementation of Reading restructure.	from: Term 1 to: Term 2	\$14,520.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$14,520.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

**Additional Funding Planner – Schools Mental Health Fund and Menu**

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Restructure of Reading Instructional Model to ensure depth in teaching, consistent practice, individual student data used to plan purposeful lesson content.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <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	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Literacy consultant engaged to assist with staff development	<input checked="" type="checkbox"/> On-site
Literacy Consultant engaged to strengthen knowledge and implementation of Reading restructure.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build staff capability to identify appropriate diagnostic assessments to collect student data	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop whole staff understanding of PLC's along with norms and protocols for	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

PLC meetings Develop a positive learning culture throughout the school focusing on a collaborative approach to improving teacher practice and student outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs			
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