2022 Annual Implementation Plan

for improving student outcomes

Williamstown Primary School (1183)

Submitted for review by Andrea Duxson (School Principal) on 23 February, 2022 at 07:53 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Enter your reflective comments	During semester 2021, students who were identified as needing additional catch-up assistance continued to be seen at least three times per week by the tutor and/or our additional learning intervention teacher. Whilst Reading and Mathematics were the key areas for focus, some additional assistance in writing was also provided. Learning progress was measured using Essential Assessment, Fountas and Pinnell running records as well as more specific assessments including the LEST, SPAT and the DIRT (literacy assessment tools). The work of PLCs remained rigorous and strong with teams meeting weekly to action their learning inquiries. In term 4, we identified a new layer of aspiring teacher leaders who participated in PLC training. these staff are now

	Instructional Leaders of teams and we have all staff with a strong, shared understanding of the purpose and work of PLCs. Co-developed learning goals in Literacy and Numeracy assisted all students to know what their next steps in learning were and can articulate these to their families. During semester 2, and particularly upon the return to onsite learning in term 4, the reengagement of every student was a key area of concern. Close monitoring of attendance data by every class teacher and then the prompt follow-up action by the leadership team was prioritized to ensured absences were minimized. Continued monitoring of engagement data (including attendance data, PIVOT surveys, and Student Attitudes to School Surveys (ATTOS) by the School Improvement Team (SIT) team and with all staff, was a regular feature of meetings so that early identification of students and/or parents/ carers at risk of disengagement occurred and appropriate supports provided.
Considerations for 2022	In 2022 we anticipate the following key areas for future development in Teaching and Learning include: - Documentation of current pedagogical practices in all areas of the WPS curriculum program. - Continued participation in the Peer Observation program across Prep-6 PLCs - The continuance of the Tutor Learning program to focus on Reading and Mathematics for identified students. -Numeracy will be a key area of focus for our school. -Catering for neurodiverse learners will continue to be a focus for whole school professional learning related to ADHD, ASD , SLDs -Continued coordination of O.Ts, Visiting teachers and other allied health professionals for student observations and assessments to support student learning, inclusion and wellbeing. -Continued fortnightly meetings with the HB Allied Health team (SSSOs) In the wellbeing space, the following tasks will be actioned in 2022: -Continue to build the capacity and collective knowledge of staff to use positive education strategies within the classroom learning environment. -Reintroduce whole school celebrations and events including Bastille Day, The Willy Games, Buddies, Clubs, whole school assemblies, will be prioritized once again if COVID safe guidelines allow it. The school will return to the use of mixed groupings such as house teams, year levels, sub schools and home groups to promote students' building of strong relationships with peers. -Further PL in the Respectful Relationships space will take place for staff and student in order to strengthen knowledge and inclusive practices for all members of the community. -Parent/Carer Education programs will be provided in the areas of Gender and Heath Education, Respectful Relationships and Digital technologies. - We will review the structure for the Willy Clubs program so that a PLC model is adopted to ensure every year level has at least one club program to attend each week. Students will provide greater input into what clubs should be planned.

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 achievement in literacy
Target 2.1	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 writing from 19 per cent in 2019 to 0 per cent by 2023

Target 2.2	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 reading from 19 per cent in 2019 to 0 per cent by 2023
Target 2.3	NAPLAN – benchmark growth increase above benchmark growth in the following domains: o Year 5 writing from 25 per cent in 2019 to 40 per cent by 2023
Target 2.4	NAPLAN – benchmark growth increase above benchmark growth in the following domains: o Year 5 reading from 26 per cent in 2019 to 40 per cent by 2023
Target 2.5	NAPLAN per cent in the top two bands to increase in the following domains: o Year 5 writing from 20 per cent in 2019 to 40 per cent by 2023
Target 2.6	NAPLAN per cent in the top two bands to increase in the following domains: o Year 5 reading from 59 per cent in 2019 to 70 per cent by 2023

Target 2.7	Staff Opinion Survey - increase the per cent positive endorsement in the following measures: • Collective efficacy from 85 per cent in 2019 to 90 per cent by 2023 • Academic emphasis from 64 per cent in 2019 to 90 per cent by 2023 • Teacher collaboration from 48 per cent in 2019 to 80 per cent by 2023 • Peer observation and feedback from 50 per cent in 2019 to 80 per cent by 2023
Target 2.8	Teacher Judgments – increase the percentage of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).

PANORAMA

Teacher Judgement Growth

School Name
Williamstown Primary School

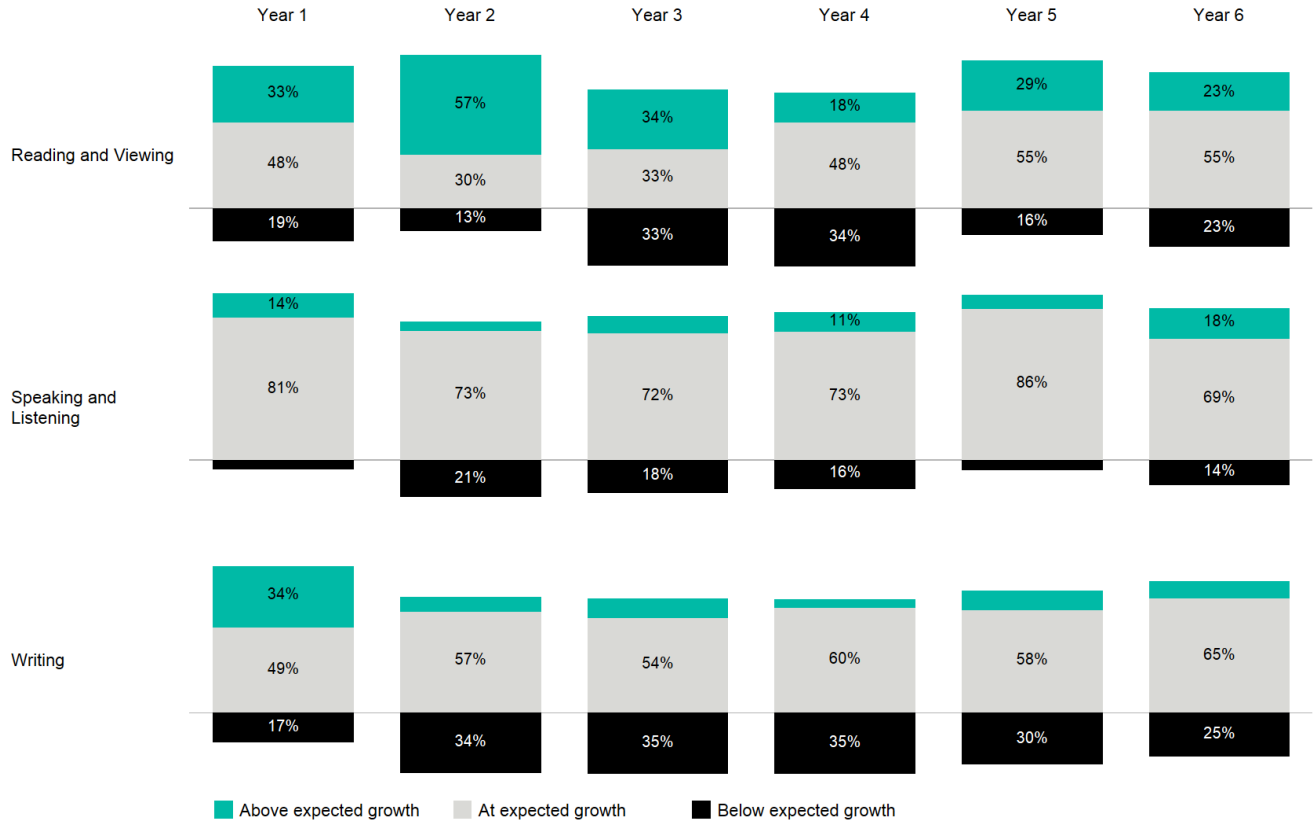
Curriculum area
(•) English
( ) Mathematics

Start year / semester
2018 - Semester 1

End year / semester
2019 - Semester 1

Student growth

English for students from **2018 - Semester 1** to **2019 - Semester 1**



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Key Improvement Strategy 2.a Building practice excellence	Embed an agreed and consistently implemented instructional model for Reading and Writing.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed the delivery of a guaranteed and viable curriculum which is collaboratively planned and evaluated.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop a culture of collective efficacy and continuous improvement in teaching and learning pedagogical practice, based upon high levels of professional collaboration and rigorous assessment
Key Improvemen	Identify, develop and enhance leadership capacity at all levels of the school

t Strategy 2.d Building leadership teams	
Goal 3	Improve student learning achievement in Numeracy
Target 3.1	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 numeracy from 14 per cent in 2019 to 0 per cent by 2023 NAPLAN – benchmark growth increase above benchmark growth in the following domains: • Year 5 numeracy from 29 per cent in 2019 to 40 per cent by 2023
Target 3.2	NAPLAN per cent in the top two bands to increase in the following domains: • Year 5 numeracy from 45 per cent in 2019 to 55 per cent by 2023
Target 3.3	Teacher Judgments – increase the per cent of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).

PANORAMA

Teacher Judgement Growth

School Name
Williamstown Primary School

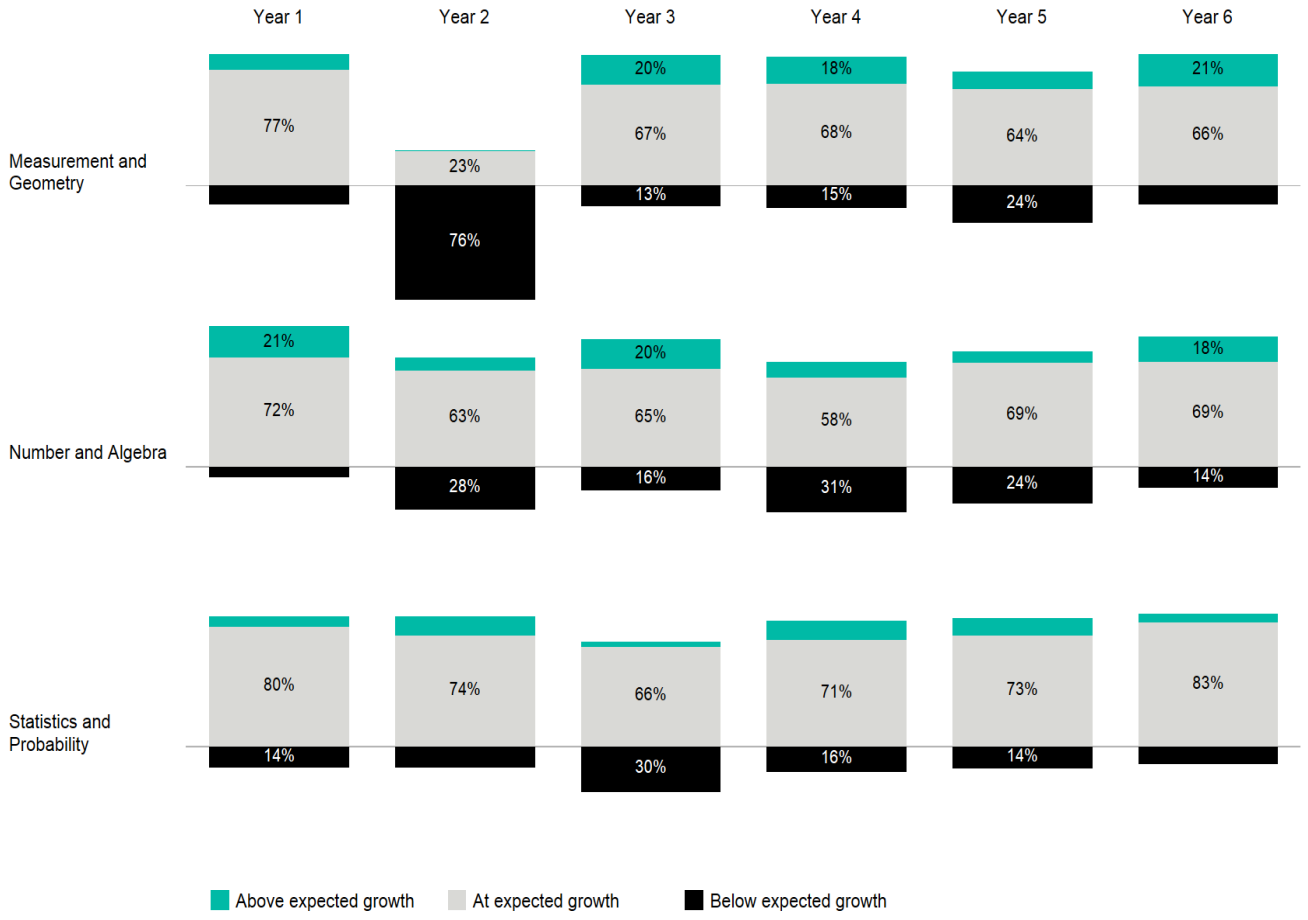
Curriculum area
- ○ English
- ◉ Mathematics

Start year / semester
2018 - Semester 1

End year / semester
2019 - Semester 1

Student growth

Mathematics for students from **2018 - Semester 1** to **2019 - Semester 1**



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Target 3.4	Students attitudes to School – increase the per cent positive endorsement for the following measures: • Sense of confidence from 78 per cent in 2019 to 90 per cent by 2023
Key Improvement Strategy 3.a Building practice excellence	Strengthen numeracy pedagogical practice to enhance deep challenge
Goal 4	Improve student agency, engagement and connectedness
Target 4.1	Students Attitudes to School survey – increase per cent positive endorsement for the following factor measures: • Stimulated learning from 70 per cent in 2019 to 85 per cent by 2023 • Differentiated learning challenge from 80 per cent in 2019 to 90 per cent by 2023 • Motivation and interest from 75 per cent in 2019 to 85 per cent by 2023 • Student voice and agency from 62 per cent in 2019 to 75 per cent by 2023. Internal surveys and student forums will be conducted to collect qualitative data which will drive new strategies and directions. This data will be collected annually. The school is also investigating the use of PIVOT to support this work.
Target 4.2	Parent Opinion Survey – increase the per cent positive endorsement for the following factor measures: • Effective teaching from 81 per cent in 2018 to 85 per cent by 2023

	• High expectations for success from 87 per cent in 2018 to 90 per cent by 2023 • Stimulated learning from 81 per cent in 2018 to 85 per cent by 2023 • Student motivation and support from 81 per cent in 2018 to 85 per cent by 2023
Target 4.3	Staff Opinion Survey – increase the per cent positive endorsement in the following measures: • Teaching and learning evaluation module: Use student feedback to improve practice from 54 per cent in 2019 to 75 per cent by 2023.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop the capacity of teachers and students to co-design learning that connects to real world contexts
Key Improvement Strategy 4.b Empowering students and building school pride	Enable students to collaborate and connect their learning to the 'real world' both in and beyond the school gates, through authentic student voice and agency
Key Improvemen	Foster critical and creative thinking and innovation through authentic learning experiences

t Strategy 4.c Intellectual engagement and self-awareness	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families.	Yes	Support for the 2022 Priorities	According to Teacher Judgement data (Progression Points) in 2022, the 12 Month Targets 1.1 are: All students to make at least 12 months growth in 12 months Increase the number of students

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.			making high growth (operating above above level) in 2022 by 5%: -Reading and Viewing from 47% in 2021 to 52% in 2022 -Writing from 11% in 2021 to 16% in 2022 -Number and Algebra from 29% in 2021 to 34% in 2022 Decrease the number of students making low growth (operating below the expected level) in 2022 by 5%: -Reading from 11% in 2021 to 6% in 2022 -Writing from 21% in 2021

			to 15% in 2022 -Number and Algebra from 10% in 2022 in 2021 to 5% in 2022 NAPLAN NAPLAN per cent in the top two bands to increase in Year 5 numeracy from 45 per cent in 2019, 53% in 2021 to 55% in 2022
Improve student learning achievement in literacy	No	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 writing from 19 per cent in 2019 to 0 per cent by 2023	
		NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 reading from 19 per cent in 2019 to 0 per cent by 2023	

		NAPLAN – benchmark growth increase above benchmark growth in the following domains: ○ Year 5 writing from 25 per cent in 2019 to 40 per cent by 2023	
		NAPLAN – benchmark growth increase above benchmark growth in the following domains: ○ Year 5 reading from 26 per cent in 2019 to 40 per cent by 2023	
		NAPLAN per cent in the top two bands to increase in the following domains: ○ Year 5 writing from 20 per cent in 2019 to 40 per cent by 2023	
		NAPLAN per cent in the top two bands to increase in the following domains: ○ Year 5 reading from 59 per cent in 2019 to 70 per cent by 2023	
		Staff Opinion Survey - increase the per cent positive endorsement in the following measures: • Collective efficacy from 85 per cent in 2019 to 90 per cent by 2023 • Academic emphasis from 64 per cent in 2019 to 90 per cent by 2023 • Teacher collaboration from 48 per cent in 2019 to 80 per cent by 2023 • Peer observation and feedback from 50 per cent in 2019 to 80 per cent by 2023	

		Teacher Judgments – increase the percentage of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).	

PANORAMA

Teacher Judgement Growth

School Name
Williamstown Primary School

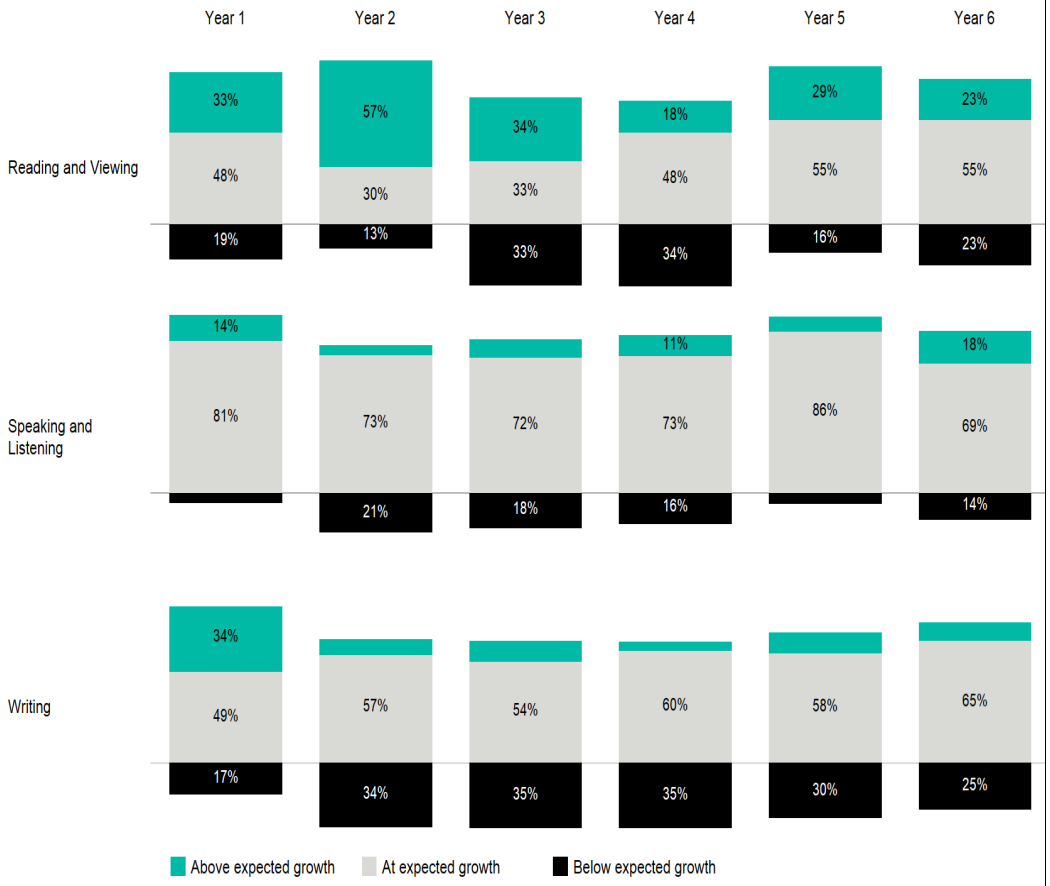
Curriculum area
(•) English
( ) Mathematics

Start year / semester
2018 - Semester 1

End year / semester
2019 - Semester 1

Student growth

English for students from **2018 - Semester 1** to **2019 - Semester 1**



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Improve student learning achievement in Numeracy	No	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 numeracy from 14 per cent in 2019 to 0 per cent by 2023 NAPLAN – benchmark growth increase above benchmark growth in the following domains: • Year 5 numeracy from 29 per cent in 2019 to 40 per cent by 2023	
		NAPLAN per cent in the top two bands to increase in the following domains: • Year 5 numeracy from 45 per cent in 2019 to 55 per cent by 2023	
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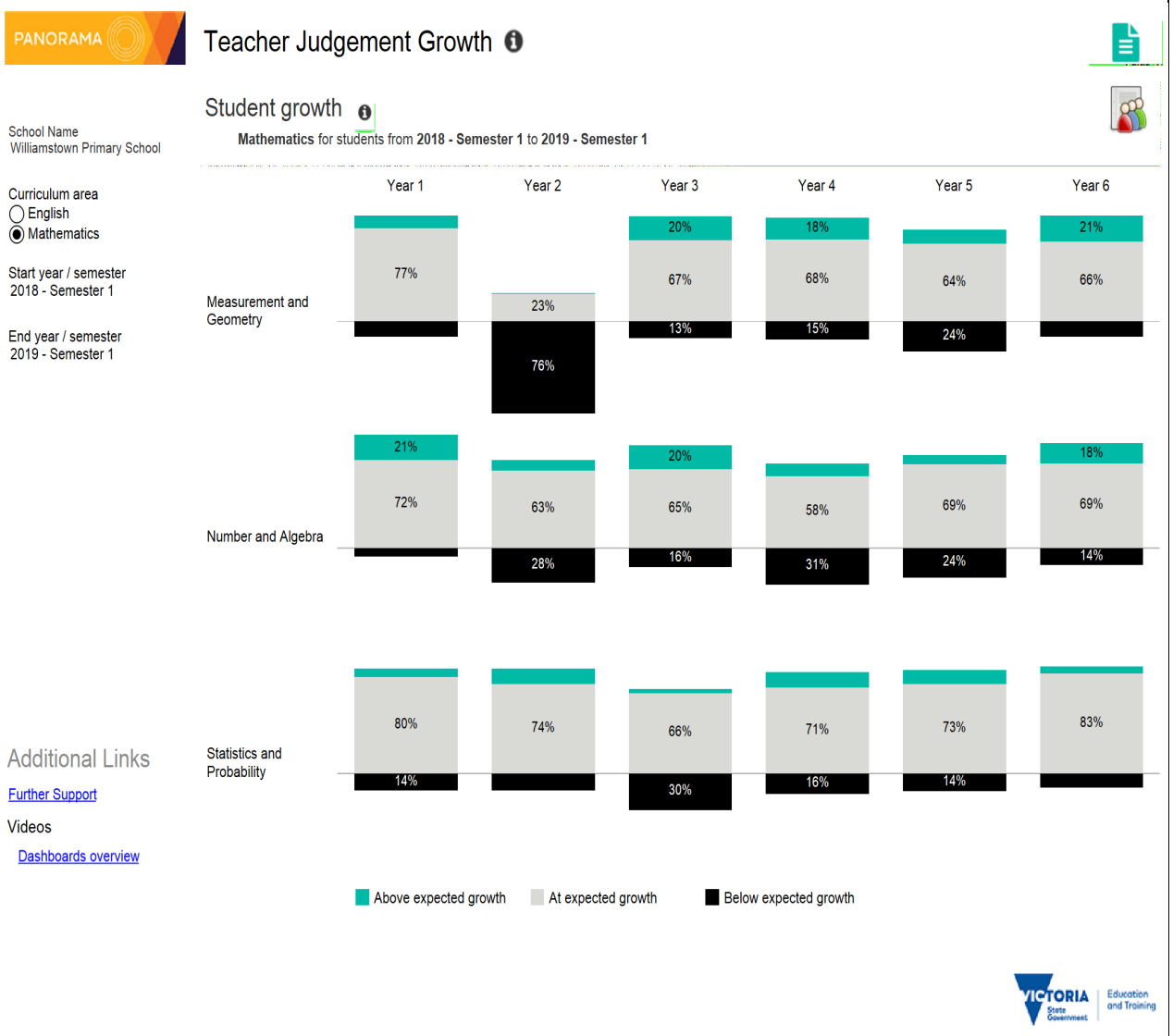
PANORAMA
Teacher Judgement Growth
Student growth
School Name
Williamstown Primary School
Mathematics for students from 2018 - Semester 1 to 2019 - Semester 1
Curriculum area
English
Mathematics
Start year / semester
2018 - Semester 1
End year / semester
2019 - Semester 1
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
Measurement and Geometry
77%
23%
76%
20%
67%
13%
18%
68%
15%
64%
24%
21%
66%
Number and Algebra
21%
72%
63%
28%
20%
65%
16%
58%
31%
69%
24%
18%
69%
14%
Statistics and Probability
80%
14%
74%
66%
30%
71%
16%
73%
14%
83%
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		Students attitudes to School – increase the per cent positive endorsement for the following measures: • Sense of confidence from 78 per cent in 2019 to 90 per cent by 2023	
Improve student agency, engagement and connectedness	Yes	Students Attitudes to School survey – increase per cent positive endorsement for the following factor measures: • Stimulated learning from 70 per cent in 2019 to 85 per cent by 2023 • Differentiated learning challenge from 80 per cent in 2019 to 90 per cent by 2023 • Motivation and interest from 75 per cent in 2019 to 85 per cent by 2023 • Student voice and agency from 62 per cent in 2019 to 75 per cent by 2023. Internal surveys and student forums will be conducted to collect qualitative data which will drive new strategies and directions. This data will be collected annually. The school is also investigating the use of PIVOT to support this work.	Increase Stimulated Learning- Return to at least 2019 levels of 70% (from 68% in 2021) Stretch further to 71% Increase Differentiated Learning Challenge to 84% (from 81% in 2021) Increase Motivation and interest -Return to at least 2019 levels of 75%, (from 69% in 2021)

			Increase Student Voice and Agency- Return to at least 2019 levels of 62% (from 59% in 2021)
		Parent Opinion Survey – increase the per cent positive endorsement for the following factor measures: • Effective teaching from 81 per cent in 2018 to 85 per cent by 2023 • High expectations for success from 87 per cent in 2018 to 90 per cent by 2023 • Stimulated learning from 81 per cent in 2018 to 85 per cent by 2023 • Student motivation and support from 81 per cent in 2018 to 85 per cent by 2023	Increase Effective Teaching to 84% (from 71% in 2021.) Increase High Expectations to 85% (from 80% in 2021) Increase Stimulated Learning to 74% (from 69% in 2021) Increase Student Motivation and support

			to at least 75% (from 68% in 2021)
		Staff Opinion Survey – increase the per cent positive endorsement in the following measures: • Teaching and learning evaluation module: Use student feedback to improve practice from 54 per cent in 2019 to 75 per cent by 2023.	Continue to Increase Teaching and Learning Evaluation to 85% (from 83% in 2021)

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	According to Teacher Judgement data (Progression Points) in 2022, the 12 Month Targets 1.1 are: All students to make at least 12 months growth in 12 months Increase the number of students making high growth (operating above above level) in 2022 by 5%: -Reading and Viewing from 47% in 2021 to 52% in 2022 -Writing from 11% in 2021 to 16% in 2022 -Number and Algebra from 29% in 2021 to 34% in 2022 Decrease the number of students making low growth (operating below the expected level) in 2022 by 5%: -Reading from 11% in 2021 to 6% in 2022 -Writing from 21% in 2021 to 15% in 2022

	-Number and Algebra from 10% in 2022 in 2021 to 5% in 2022 NAPLAN NAPLAN per cent in the top two bands to increase in Year 5 numeracy from 45 per cent in 2019, 53% in 2021 to 55% in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student agency, engagement and connectedness	
12 Month Target 2.1	Increase Stimulated Learning- Return to at least 2019 levels of 70% (from 68% in 2021) Stretch further to 71% Increase Differentiated Learning Challenge to 84% (from 81% in 2021) Increase Motivation and interest -Return to at least 2019 levels of 75%, (from 69% in 2021) Increase Student Voice and Agency-Return to at least 2019 levels of 62% (from 59% in 2021)	

12 Month Target 2.2	Increase Effective Teaching to 84% (from 71% in 2021.) Increase High Expectations to 85% (from 80% in 2021) Increase Stimulated Learning to 74% (from 69% in 2021) Increase Student Motivation and support to at least 75% (from 68% in 2021)	
12 Month Target 2.3	Continue to Increase Teaching and Learning Evaluation to 85% (from 83% in 2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop the capacity of teachers and students to co-design learning that connects to real world contexts	Yes
KIS 2 Empowering students and building school pride	Enable students to collaborate and connect their learning to the 'real world' both in and beyond the school gates, through authentic student voice and agency	No
KIS 3 Intellectual engagement and self-awareness	Foster critical and creative thinking and innovation through authentic learning experiences	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.	In order to increase student motivation and interest, stimulating learning environment and student voice and agency, we believe by co-designing units of inquiry, will provide students and teachers with an opportunity to investigate topics of high interest and importance for students. Students want to learn skills and make connections to relevant and current issues.	

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.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Whole-school Level -Develop data literacy of all Instructional Leaders teachers to inform understanding of student needs, and to identify students (Tier 2 & Tier 3) requiring additional support. -Continue to prioritise PLC structures to support teacher collaboration and data analysis.

	-Appropriately resource classrooms with at level decodable literacy materials -Strengthen staff's knowledge of neurodiverse learners through relevant, specialised professional learning - Establish -Close monitoring and analysis of whole school Literacy and numeracy Data to identify students performing well above expected level. -Adopt PAT Mathematics to team deliberations of learning growth in Number & Algebra Year Level / PLC: -Embed consistent approaches (Eg: pre/ post assessments etc). - Review the whole school Assessment schedule, - Develop a documented Response to students identified as being at risk, Tier 2 students (Eg: extra student conferences each week). - Continue to prioritise the monitor student learning growth and adopt relevant PLC inquiries to address the learning needs. - Ensure PLC planning and collaboration to adequately provide for next level learning for high ability students in Numeracy and Literacy. (e.g. via the "Maths Masters" in Year 5/6 PLC -Utilise the Essential Learning Maps (Proficiency scales) to support student awareness of next steps in learning Individual & Tailored Level -Continue to provide targeted literacy intervention using the Little Learners Love Literacy (Synthetic Structured phonics program) -Continue to provide targeted numeracy intervention at least twice each week - Implement a targeted Mathematics Extension program for student sin Years 5 / 6 -Identify High Ability Students in Years 3-6 to participate in the High Abilities Program (Year 5 / 6) , Gateways (Year 2 - 6) and Creative Minds (Year 5 / 6)
Outcomes	Whole-school Level -Review current whole-school assessment schedule for Reading, Writing and Numeracy. -Establish a data wall to monitor Writing growth -Develop a document of WPS Instructional Practices to support new staff -Staff will have greater awareness of and confidently address learning difficulties with a higher level of success. - Provision of greater ability to identify students operating well above and well below expected level of the cohort. Year Level / PLC: -Updated data walls will monitor cohort growth in Reading and Number / Algebra (Numeracy) -Use of Essential Assessment across Prep-6 for all Number & Algebra Strands -Analysis of common cohort data and Identify inquiry foci (Cake, Slice, Crumb) as a PLC

	-Greater clarity in PLCs collaborative response to learning intervention -Greater triangulation of Numeracy data through the use of E.A. and PAT Maths Individual and Tailored Level -Monitor and track student growth using the 5 colour system -Record pre and post assessment data from common assessment tasks to monitor growth. -Develop an Individual Education Plans (IEP) for students receiving Tier 3 intervention and all students who have an identified additional learning need. -Students will have a broad range of appropriate reading material that supports their needs
Success Indicators	Whole-school Level • Assessment Schedule • Reading, Writing and Numeracy Data Wall • Common Assessment Tasks (CATs) documented and linked to the Guaranteed & Viable Curriculum. • Improved data: Victorian Curriculum (Progresion points according to teacher judgement) • Improved data: NAPLAN data Year Level / PLC: • Cohort Reading, Writing and Numeracy Data Walls (progression points) • Updated Google Sheet of student learning data at an individual level • Documented Common Assessment Tasks (CATs) • Improved data: Victorian Curriculum • Improved data: NAPLAN, E.A. and PAT Maths Individual & Tailored Level -Individual Education Plans (IEPs) -Documented whole school plan to Intervention and Support -Evidence of Student Learning Growth (Google sheet on drive) -High engagement and participation of students in programs catering for high abilities.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish an Intervention PLC, headed by Leading Teacher and identify a High Abilities Coordinator	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a plan for Literacy Professional Learning around phonics/ the SOR - Little Learners Love Literacy Professional Learning for Key staff	☑ Leading Teacher(s) ☑ Literacy Support ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$1,350.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Numeracy Consultant, Michael Minas to work with whole school and identified PLCs to strengthen understanding of Mathematical Proficiencies.	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify a team of educators to participate in the Leading Mathematics Program at the Victorian Academy of Teaching. This team will also be members of the Numeracy Curriculum Focus Group.	☑ Assistant Principal ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$934.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school celebration of Numeracy Week with the organization of a Family Numeracy night	☑ All Staff ☑ Numeracy Leader ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Provide opportunities for all identified High Ability students to participate in this program as well as the Gateways (in school) programs twice each term.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole School -Identification of a Inclusion and Wellbeing coordinator (Leading teacher) -Robust whole school promotion of Willy Kids language, differentiating the depth of the language and concepts between P-3 and Years 4-6. -Formation of an Inclusion and Wellbeing Focus Group to provide staff with professional learning opportunities -Planning for Inclusion and Diversity celebrations, presentations and incursions for all students across Prep-6 -Strengthen connections with outside agencies including Alannah and Madeline Foundation, Talking the Talk (Vanessa Hamilton) , Year Level / PLC: -Year level reflection related to the wellbeing PIVOT survey (Year 5 / 6) -Inclusion of wellbeing/ positive education strategies in classrooms Continued curriculum planning of modules from Respectful Relationships program including consent education Individual /Tailored staff -Implementation and teacher analysis of the PIVOT survey providing feedback re: wellbeing -Explicit teaching of Willy Kids topics and identified wellbeing/ positive education strategies in classrooms -Continued implementation of Expressive Therapies (Tier 3 intervention)

Outcomes	Whole School -Staff and Families will have a clear understanding of their point of contact after the classroom teacher regarding health and wellbeing matters. -Improved shared understandings of behavioural expectations and appropriate management strategies and language -Willy Kids blurbs will reflect relevant concepts of gender, diversity and inclusion -Improved understanding of the characteristics and learning traits of students with diverse learning needs as well as effective teaching strategies Year Level / PLC: -Improved team responsiveness to wellbeing issues presented by students within each team -Shared language of students related to learning characteristics and traits Individual /Tailored staff -Students will utilize a greater toolkit of personal strategies to support s their own social and emotional engagement
Success Indicators	Whole School - Improved Parent Opinion Survey data - (Positive Climate for Learning, Safety, Student Cognitive Engagement) -ATOSS data will reflect improvement in relevant variables (Teacher - Student Relationships, Social Wellbeing, Learner Characteristics and Disposition, Individual Social and Emotional Wellbeing) -Improved school attendance data - Documentation of Willy Kids blurbs Year Level / PLC: -- Wellbeing survey (PIVOT) will reflect responsiveness via team planning documents Individual /Tailored staff -Greater connectiveness between teacher and students, -Greater sense of inclusion reflected through ATTOSS -Improved student interactions in the year -individual tracking and monitoring -

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Secure PIVOT subscription for 2022 The Pivot surveys and tools will be used to school improve	☑ Leadership Team	☑ PLP Priority	from: Term 1	$7,246.25

teaching practice, student wellbeing and leadership with direct student feedback which will provide greater data-informed insights for teachers.	☑ Student(s)		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage student leaders to take ownership the delivery / presentation of the Willy Kids fortnightly focus at assemblies to the students.	☑ All Staff ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school incursions / presentations e.g. "Saving Lil and Archie" (Preventing Bullying)	☑ All Staff ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provision of Parent Education session on Health- Sexuality Education, Consent and Gender : Talking the Talk (Vanessa Hamilton)	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 2 to: Term 2	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student agency, engagement and connectedness
12 Month Target 2.1	Increase Stimulated Learning- Return to at least 2019 levels of 70% (from 68% in 2021) Stretch further to 71% Increase Differentiated Learning Challenge to 84% (from 81% in 2021) Increase Motivation and interest -Return to at least 2019 levels of 75%, (from 69% in 2021) Increase Student Voice and Agency-Return to at least 2019 levels of 62% (from 59% in 2021)
12 Month Target 2.2	Increase Effective Teaching to 84% (from 71% in 2021.) Increase High Expectations to 85% (from 80% in 2021)

	Increase Stimulated Learning to 74% (from 69% in 2021) Increase Student Motivation and support to at least 75% (from 68% in 2021)
12 Month Target 2.3	Continue to Increase Teaching and Learning Evaluation to 85% (from 83% in 2021)
KIS 1 Setting expectations and promoting inclusion	Develop the capacity of teachers and students to co-design learning that connects to real world contexts
Actions	Whole School -Engage Educational Consultant, Kath Murdoch to deliver whole school professional learning re: Inquiry Learning as an approach to ensuring more authentic learning about real-life questions -Reintroduction of an SVA /Inquiry Curriculum Focus Group Year Level / PLC -Engage Educational Consultant, Kath Murdoch to collaborate with PLCs to redesign their units of inquiry -Establishing partnerships with local community groups e.g. Friends of the gardens, Jawbone Action group -Revisit Inquiry units Individual /Tailored staff -Consideration by Junior School Council to redirect planned fundraising and awareness days towards initiatives at a local level
Outcomes	Whole School - The Inquiry program will help to build and strengthen life-long transferrable skills including critical thinking, self-management, organization and communication Year Level / PLC -The learning program will be more responsive to the cohort of students -Teams of students will make connections to local community projects / organizations related to their unit of inquiry -New curriculum program plans Individual /Tailored staff -Increased Student ATOSS data in the Motivation and Interest variable. -Develop greater curiosity, creativity, and purpose in student learning in the classroom.

	-Increased learner agency
Success Indicators	Whole School - Change to perceived degree of Learner Agency as measured via ATOSS Year Level / PLC -The learning program will be more responsive to the cohort of students -Curriculum Planning Outlines based on concept development Individual /Tailored staff -ATOSS data - Increase student perception of their Voice and Agency , Stimulated Learning, and Motivation and Interest variables -JSC minutes / action plans

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning with Educational Consultant, Kath Murdoch	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Planning for Whole school PL during weekly Professional Learning and Practice sessions	☑ All Staff ☑ Leadership Team ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Regular curriculum planning meetings and continued Professional Practice Days to collaboratively plan new curriculum units of inquiry	☑ Leading Teacher(s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$16,632.00	$10,246.25	$6,385.75
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$16,632.00	$10,246.25	$6,385.75

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a plan for Literacy Professional Learning around phonics/ the SOR - Little Learners Love Literacy Professional Learning for Key staff	$1,350.00
Secure PIVOT subscription for 2022 The Pivot surveys and tools will be used to school improve teaching practice, student wellbeing and leadership with direct student feedback which will provide greater data-informed insights for teachers.	$7,246.25
Totals	$8,596.25

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Develop a plan for Literacy Professional Learning around phonics/ the SOR - Little Learners Love Literacy Professional Learning for Key staff	from: Term 1 to: Term 2	$3,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Secure PIVOT subscription for 2022 The Pivot surveys and tools will be used to school improve teaching practice, student wellbeing and leadership with direct student feedback which will provide greater data-informed insights for teachers.	from: Term 1 to: Term 4	$7,246.25	☑ Teaching and learning programs and resources ☑ Support services
Totals		$10,246.25	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a plan for Literacy Professional Learning around phonics/ the SOR - Little Learners Love Literacy Professional Learning for Key staff	☑ Leading Teacher(s) ☑ Literacy Support ☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants LLLL Levelled Literacy Intervention Program	☑ On-site
Engage Numeracy Consultant, Michael Minas to work with whole school and identified PLCs to strengthen understanding of Mathematical Proficiencies.	☑ All Staff ☑ School Improvement Team	from: Term 2 to: Term 4	☑ Planning ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Maths/Sci Specialist	☑ On-site
Identify a team of educators to participate in the Leading Mathematics Program at the Victorian Academy of Teaching. This team will also be members of the Numeracy Curriculum Focus Group.	☑ Assistant Principal ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Network Professional Learning	☑ Bastow program/course	☑ Off-site Likely to be online via the Vic Academy of Teaching portal
Secure PIVOT subscription for 2022 The Pivot surveys and tools	☑ Leadership Team ☑ Student(s)	from: Term 1	☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Internal staff ☑ Pedagogical Model	☑ On-site

will be used to school improve teaching practice, student wellbeing and leadership with direct student feedback which will provide greater data-informed insights for teachers.		to: Term 4	☑ Individualised Reflection ☑ Student voice, including input and feedback		☑ High Impact Teaching Strategies (HITS)	
Professional Learning with Educational Consultant, Kath Murdoch	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ External consultants Kath Murdoch	☑ On-site
Planning for Whole school PL during weekly Professional Learning and Practice sessions	☑ All Staff ☑ Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site