2022 Annual Implementation Plan

for improving student outcomes

Alphington Primary School (3599)

Submitted for review by Melissa Mackenzie (School Principal) on 18 March, 2022 at 08:24 AM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 07 April, 2022 at 02:20 PM
Endorsed by Ashley Warmbrand (School Council President) on 02 May, 2022 at 01:46 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	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	Despite the disrupted year the school was able to progress the work on improvement areas. Writing documentation is well used and is close to being embedded. Reading practices are being reviewed and staff are undergoing an audit with further work planned for next year. Mathematics learning for staff focussed on the teaching of proficiencies and implementing HITS. Wellbeing began the work on defining student voice and agency, students leadership continues to be a strength although the SRC did not get traction this year. The House system was further implemented due to the enthusiasm of the year 6

	teachers to develop the House captains. The wellbeing team implemented some whole school activities and worked to build connectedness throughout the year.
Considerations for 2022	Reading- continue work with the consistent teaching of reading and documentation of planning. Mathematics- continue work with proficiencies and further develop staff understanding of 'good' teaching Wellbeing- develop staff and student understanding of voice and agency, develop documentation outlining what is occurring at APS
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	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
Target 2.1	By 2022, increase the percentage of students making medium and high relative learning gain in NAPLAN: • Writing to 85 or above (from 70.3 in 2018) • Numeracy to 85 or above (from 82.7 in 2018) • Reading to 85 or above (from 79.0 in 2018)
Target 2.2	By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for: • Writing to 80 or above (from 69.7 in 2018)

	• Numeracy to 80 or above (from 71.2 in 2018) By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for: • Writing to 50 or above (from 22 in 2018) • Numeracy to 65 or above (from 53.3 in 2018)
Target 2.3	100 per cent of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using Teacher Judgement assessments that have been triangulated with reference to agreed norm–referenced/standards–based data. This target will be determined on a pro rata basis to allow for exyended student absences.
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts
Key Improvement Strategy 2.c Building practice excellence	Embed a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes
Goal 3	To improve student engagement, voice and learner agency
Target 3.1	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: • Student voice and agency—80% or above (from 73% in 2019) • Motivation & interest—85% or above (from 79% in 2019) • Learning confidence—85% or above (from 83% in 2019)

Target 3.2	By 2022, increase the whole school positive endorsement on the SSS for factors: • Academic emphasis—80% or above (from 63% in 2018) • Teacher collaboration—80% or above (from 73% in 2018)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
Key Improvement Strategy 3.b Building practice excellence	Build teacher capacity to engage students as strong agents in their learning
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement whole school processes and procedures that enhance opportunities for student voice and agency
Goal 4	To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student
Target 4.1	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: • Sense of connectedness—85% or above (from 78% in 2019) • Classroom behaviour—85% or above (from 80% in 2019) • Teacher concern—85% or above (from 74% in 2019)

Target 4.2	By 2022, the per cent positive endorsement on the POS will improve:
	• Student agency and voice—to 85% or above (from 74% in 2018) • Teacher communication—to 85% or above (from 70% in 2018) • Student motivation and support—to 85% or above (from 65% in 2018) • School improvement—to 85% or above (from 65% in 2018)
Target 4.3	By 2022, the whole school per cent endorsement on the SSS category will be: • Trust in students and parents—to 85% or above (from 69% in 2018)
Key Improvement Strategy 4.a Health and wellbeing	Continue to develop a whole school approach to wellbeing, implemented consistently so that every student thrives
Key Improvement Strategy 4.b Parents and carers as partners	Further develop learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student
Key Improvement Strategy 4.c Health and wellbeing	Develop student agency to empower them to be strong agents in their social and emotional development

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. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	In addition to the below data: TLI - Use of Essential Assessment to demonstrate specific learning goal growth in English and mathematics Termly student surveys to gauge wellbeing.
To improve the achievement and learning growth of every student, particularly in literacy and numeracy	Yes	By 2022, increase the percentage of students making medium and high relative learning gain in NAPLAN: • Writing to 85 or above (from 70.3 in 2018) • Numeracy to 85 or above (from 82.7 in 2018) • Reading to 85 or above (from 79.0 in 2018)	Writing to 85% (2022) from 78% in 2021 Numeracy to 85% (2022) from 84% in 2021 Reading to 87% (2022) from 86% in 2021

		By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for: • Writing to 80 or above (from 69.7 in 2018) • Numeracy to 80 or above (from 71.2 in 2018) By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for: • Writing to 50 or above (from 22 in 2018) • Numeracy to 65 or above (from 53.3 in 2018)	Writing Y3 to 85% from 82% in 2021 Numeracy Y3 to 75% from 65% in 2021 Writing Y5 to 40% from 32% in 2021 Numeracy Y5 to 65% from 62% in 2021
		100 per cent of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using Teacher Judgement assessments that have been triangulated with reference to agreed norm–referenced/standards–based data. This target will be determined on a pro rata basis to allow for exyended student absences.	100% of students demonstrate 12 months growth Increase number of students above expected growth in writing to 45% in semester 1 2022 from 36% in semester 1 2021
To improve student engagement, voice and learner agency	Yes	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: • Student voice and agency—80% or above (from 73% in 2019) • Motivation & interest—85% or above (from 79% in 2019) • Learning confidence—85% or above (from 83% in 2019)	Student voice and agency to 70% from 59% in 2021 Motivation and interest to 75% from 70% in 2021 Learning confidence to 80% from 77% in 2021

		By 2022, increase the whole school positive endorsement on the SSS for factors: • Academic emphasis—80% or above (from 63% in 2018) • Teacher collaboration—80% or above (from 73% in 2018)	Academic emphasis to 75% from 70% in 2020. (Update 2021 data when available) Teacher collaboration to 75% from 60% in 2020. (Update 2021 data when available) * SSS collected during lockdown 2020 and 2021
To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student	Yes	By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors: • Sense of connectedness—85% or above (from 78% in 2019) • Classroom behaviour—85% or above (from 80% in 2019) • Teacher concern—85% or above (from 74% in 2019)	Sense of connectedness to 80% from 72% in 2021 Classroom behaviour to 80% from 75% in 2021 Teacher concern to 70% from 64% in 2021
		By 2022, the per cent positive endorsement on the POS will improve: • Student agency and voice—to 85% or above (from 74% in 2018) • Teacher communication—to 85% or above (from 70% in 2018) • Student motivation and support—to 85% or above (from 65% in 2018) • School improvement—to 85% or above (from 65% in 2018)	Targets updated once 2021 data available
		By 2022, the whole school per cent endorsement on the SSS category will be:	Trust in students and parents to 90% from 88% in 2020 (Update 2021 data when available)

		• Trust in students and parents—to 85% or above (from 69% in 2018)

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	In addition to the below data: TLI - Use of Essential Assessment to demonstrate specific learning goal growth in English and mathematics Termly student surveys to gauge wellbeing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Goal 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy	
12 Month Target 2.1	Writing to 85% (2022) from 78% in 2021 Numeracy to 85% (2022) from 84% in 2021 Reading to 87% (2022) from 86% in 2021	
12 Month Target 2.2	Writing Y3 to 85% from 82% in 2021 Numeracy Y3 to 75% from 65% in 2021 Writing Y5 to 40% from 32% in 2021 Numeracy Y5 to 65% from 62% in 2021	
12 Month Target 2.3	100% of students demonstrate 12 months growth Increase number of students above expected growth in writing to 45% in semester 1 2022 from 36% in semester 1 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student	Yes
KIS 2 Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts	Yes
KIS 3 Building practice excellence	Embed a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes	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.	- Instructional models have been developed for Writing and Mathematics that focus on consistent best-practice. Developing a whole-school Reading instructional model is a focus for 2022. - Instructional models for Writing and Mathematics to be embedded across the school - focusing on high impact teaching strategies. - To achieve the aims of our Writing and Mathematics instructional models a whole-school focus on Differentiated teaching that challenges all students - Focus in Mathematics on building staff capacity embed mathematics proficiencies in their planning, teaching and learning - Use of data literacy to target individual and cohort learning through Differentiated teaching - using Essential Assessment and Moderation Data, using another tool such as PAT	

	- Understanding of PLC Inquiry Cycle has grown. Focus for 2022 is to embed to a level where it is building staff capacity and becomes a natural part of planning - PLCs to act as the structured tool for teams to facilitate the analysis of data in order to target specific curriculum learning areas and Differentiate teaching to achieve goals. - Differentiated teaching selected as a focus HIT to improve staff teaching strategies and skills and the number of students in the top bands for Naplan.	
Goal 3	To improve student engagement, voice and learner agency	
12 Month Target 3.1	Student voice and agency to 70% from 59% in 2021 Motivation and interest to 75% from 70% in 2021 Learning confidence to 80% from 77% in 2021	
12 Month Target 3.2	Academic emphasis to 75% from 70% in 2020. (Update 2021 data when available) Teacher collaboration to 75% from 60% in 2020. (Update 2021 data when available) * SSS collected during lockdown 2020 and 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes	Yes
KIS 2 Building practice excellence	Build teacher capacity to engage students as strong agents in their learning	Yes
KIS 3 Empowering students and building school pride	Develop and implement whole school processes and procedures that enhance opportunities for student voice and agency	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.	- Focus on teacher capacity to build metacognitive strategies as a High Impact Teaching Strategy to empower students to take ownership of their learning - A focus for metacognitive strategies is building staff capacity to develop and share curriculum-based rubrics with student input that students have access to from beginning to the end of a learning unit in Reading, Writing and Mathematics - Student goal setting is not consistent across the school; therefore, building consistent practice using rubrics and metacognitive strategies - Developing whole-school scope and sequence for voice and agency to build staff capacity to plan and implement curriculum - build into rubrics for students - Metacognitive strategies also selected to build student resilience/persistence when challenged	
Goal 4	To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student	
12 Month Target 4.1	Sense of connectedness to 80% from 72% in 2021 Classroom behaviour to 80% from 75% in 2021 Teacher concern to 70% from 64% in 2021	
12 Month Target 4.2	Targets updated once 2021 data available	
12 Month Target 4.3	Trust in students and parents to 90% from 88% in 2020 (Update 2021 data when available)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Continue to develop a whole school approach to wellbeing, implemented consistently so that every student thrives	Yes
KIS 2 Parents and carers as partners	Further develop learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student	No
KIS 3 Health and wellbeing	Develop student agency to empower them to be strong agents in their social and emotional development	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.	- ATSS data hasn't improved - Lessons conducted from 4Rs throughout 2021 - next step is to develop a wellbeing framework and to unpack the 4Rs, making links to curriculum - Build staff capacity to plan and teach high quality lessons, using curriculum , e.g. Personal & Social capabilities - House teams have been developed and incorporated into school activities - further embedding and building to increase student connections - Review Inquiry as a learning area is required - Science every term - needs PL, planning - Why do parents send students to APS? Want this draw card (eg. science program, co-curricular)

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	In addition to the below data: TLI - Use of Essential Assessment to demonstrate specific learning goal growth in English and mathematics Termly student surveys to gauge wellbeing.
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	Employ a tutor and implement the tutoring program with the same structure as in 2021. Further develop the implementation of High Impact Teaching Strategy- Differentiation to ensure all students are targeted. Further develop understanding of learner agency and it's impact on wellbeing.
Outcomes	Positive growth in student's outcomes both academic and student survey data. Increased staff capacity to differentiate informed by data analysis, planning and implementation with a finer grained understanding of each student.
Success Indicators	PLC documentation, survey data, rubrics, Essential assessment data, Fountas and Pinnell reading data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ tutor and implement program	☑ 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	Further develop usage of in-school survey to gauge student wellbeing. Develop individual plans for those students identified as being vulnerable. Continue with the implementation of the 4 R's program
Outcomes	Positive growth in wellbeing areas of Student survey- targets as below Increased staff knowledge in students wellbeing and it's components Documented process for actions staff need to take to support identified students.
Success Indicators	Attitudes to School Survey- years 4-6 Additional student surveys- each term Documented process for actions to take with vulnerable students.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
In-school survey development and usage across the school	☑ Learning Specialist(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
Document process for actions to take to support students	☑ 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

Goal 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
12 Month Target 2.1	Writing to 85% (2022) from 78% in 2021 Numeracy to 85% (2022) from 84% in 2021 Reading to 87% (2022) from 86% in 2021
12 Month Target 2.2	Writing Y3 to 85% from 82% in 2021 Numeracy Y3 to 75% from 65% in 2021 Writing Y5 to 40% from 32% in 2021 Numeracy Y5 to 65% from 62% in 2021

12 Month Target 2.3	100% of students demonstrate 12 months growth Increase number of students above expected growth in writing to 45% in semester 1 2022 from 36% in semester 1 2021			
KIS 1 Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student			
Actions	Further develop the implementation of High Impact Teaching Strategy- Differentiation to ensure all students are targeted at point of need. Introduce the High Impact Teaching Strategy- Metacognition to empower students with goal selection and setting. Formalise reading documentation.			
Outcomes	Improved academic outcomes particularly in reading, writing and mathematics Improved student and staff survey data Documentation being used consistently by all teams of staff			
Success Indicators	Documents for planning in reading, writing and mathematics Essential Assessments, PAT reading and Maths assessments, Fountas and Pinnell reading assessments, data tracking spreadsheets in mathematics Survey data- termly collections			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional development for staff to build capacity in differentiating planning and implementation. Including learning walks, classroom observations, lesson studies and feedback. Learning specialists will observe, model and co-teach to build capacity of staff.	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional development for staff to build capacity in understanding metacognition and incorporating this into planning and implementation. Including learning walks, classroom observations, lesson studies and feedback. Learning specialists will observe, model and co-teach to build capacity of staff.	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 3 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
Formalise reading documentation	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts			

Actions	Further refine data collection tools and staff capacity to analyse to ensure specific targets for every student. Further develop usage of data spreadsheets to analyse data in mathematics and reading
Outcomes	Staff become confident users of spreadsheets and data analysis at a fine grained level.
Success Indicators	Spreadsheets Introduction of PAT reading and Mathematics as another collection tool.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of spreadsheets for mathematics and reading	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce PAT maths and reading as two additional data collection tools.	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student engagement, voice and learner agency
12 Month Target 3.1	Student voice and agency to 70% from 59% in 2021 Motivation and interest to 75% from 70% in 2021 Learning confidence to 80% from 77% in 2021
12 Month Target 3.2	Academic emphasis to 75% from 70% in 2020. (Update 2021 data when available) Teacher collaboration to 75% from 60% in 2020. (Update 2021 data when available) * SSS collected during lockdown 2020 and 2021
KIS 1 Empowering students and building school pride	Develop learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
Actions	Develop an APS wellbeing framework Strengthen implementation of 4R's program Broaden implementation of House system to include areas in addition to sport and arts eg, talents values.
Outcomes	Documented wellbeing framework Students will be stronger advocates of themselves as learners.
Success Indicators	Student survey data- AToSS and in-school surveys Anecdotal data from students through class discussions and circle times.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Further develop and refine documented Wellbeing Framework	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

| | | | to:
Term 3 | ☐ 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 Building practice excellence	Build teacher capacity to engage students as strong agents in their learning				
Actions	Develop staff understanding and usage of goal setting with students				
Outcomes	Students being able to set good learning goals Staff confidently setting goals with students. Students able to discuss their learning and goals				
Success Indicators	Students survey data showing positive growth in voice and agency and learning confidence.				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Staff development in goal setting with students. Collection of current samples, development of rubrics and their usage, data analysis and identifying goals for individual students.	☑ All Staff ☑ Learning Specialist(s) ☑ 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

Goal 4	To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student
12 Month Target 4.1	Sense of connectedness to 80% from 72% in 2021 Classroom behaviour to 80% from 75% in 2021 Teacher concern to 70% from 64% in 2021
12 Month Target 4.2	Targets updated once 2021 data available
12 Month Target 4.3	Trust in students and parents to 90% from 88% in 2020 (Update 2021 data when available)
KIS 1 Health and wellbeing	Continue to develop a whole school approach to wellbeing, implemented consistently so that every student thrives
Actions	Develop an APS wellbeing framework. Develop staff understanding of wellbeing in preparation for the introduction of the mental health initiative in 2023. Further implementation of the House system
Outcomes	Consistent usage of wellbeing framework Documented framework
Success Indicators	Students survey data in learning confidence and connectedness will show positive growth.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
APS wellbeing framework developed and implemented	☑ All Staff ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

	☑ School Improvement Team		to: Term 2	☐ 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	$5,000.00	$5,000.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$5,000.00**	**$5,000.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Introduce PAT maths and reading as two additional data collection tools.	$5,000.00
Further develop and refine documented Wellbeing Framework	$0.00
APS wellbeing framework developed and implemented	$0.00
Totals	**$5,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Introduce PAT maths and reading as two additional data collection tools.	from: Term 1	$5,000.00	☑ Teaching and learning programs and resources

	to: Term 2		
Totals		$5,000.00	

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
Further develop and refine documented Wellbeing Framework	from: Term 1 to: Term 3	$0.00	
APS wellbeing framework developed and implemented	from: Term 1 to: Term 2	$0.00	
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
Document process for actions to take to support students	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Professional development for staff to build capacity in differentiating planning and implementation. Including learning walks, classroom observations, lesson studies and feedback. Learning specialists will observe, model and co-teach to build capacity of staff.	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional development for staff to build capacity in understanding metacognition and incorporating this into planning and implementation. Including learning walks, classroom observations, lesson studies and feedback. Learning specialists will	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site

observe, model and co-teach to build capacity of staff.						
Development of spreadsheets for mathematics and reading	☑ All Staff ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Introduce PAT maths and reading as two additional data collection tools.	☑ Assistant Principal	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Staff development in goal setting with students. Collection of current samples, development of rubrics and their usage, data analysis and identifying goals for individual students.	☑ All Staff ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site