2022 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)

Submitted for review by Patricia Manicom (School Principal) on 09 December, 2021 at 07:00 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 22 December, 2021 at 04:55 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	Following our Self-Evaluation we have identified the following areas for growth and improvement: - continue to embed the Instructional Model across the School, particularly targeting new staff members in upskilling them in the BPS pedagogical approach outlined in the model, and continuing to develop the staff's understanding of use of HITS - engaging a Literacy Coach to work with us on Writing, particularly looking to develop our students' abilities to increase their growth from Year 3 to Year 5 by increasing teacher capacity to drive student-outcomes - to build staff capacity to use data effectively by developing their data literacy skills - to develop the effective use of Student Agency and Voice to build student capacity to reflect and direct their own learning

	and engage positively as active members of their communities - to refine and enhance the wholistic and integrated approach of Wellbeing across the School into everyday practice of staff and students
Considerations for 2022	Goal 1: - build staff capacity to understand and implement the BPS Instructional Model. - undertake professional learning in English to build teacher capacity to drive student growth, with a focus on Writing, including building staff data literacy skills. Goal 2: - develop staff understandings about what effective Student Voice and Agency is and work with students to co-create Success Criteria and develop their understandings of what they are learning and where they can go next. Goal 3: - develop whole school understandings of a wholistic approach to teaching and learning of Wellbeing.
Documents that support this plan	

SSP Goals Targets and KIS

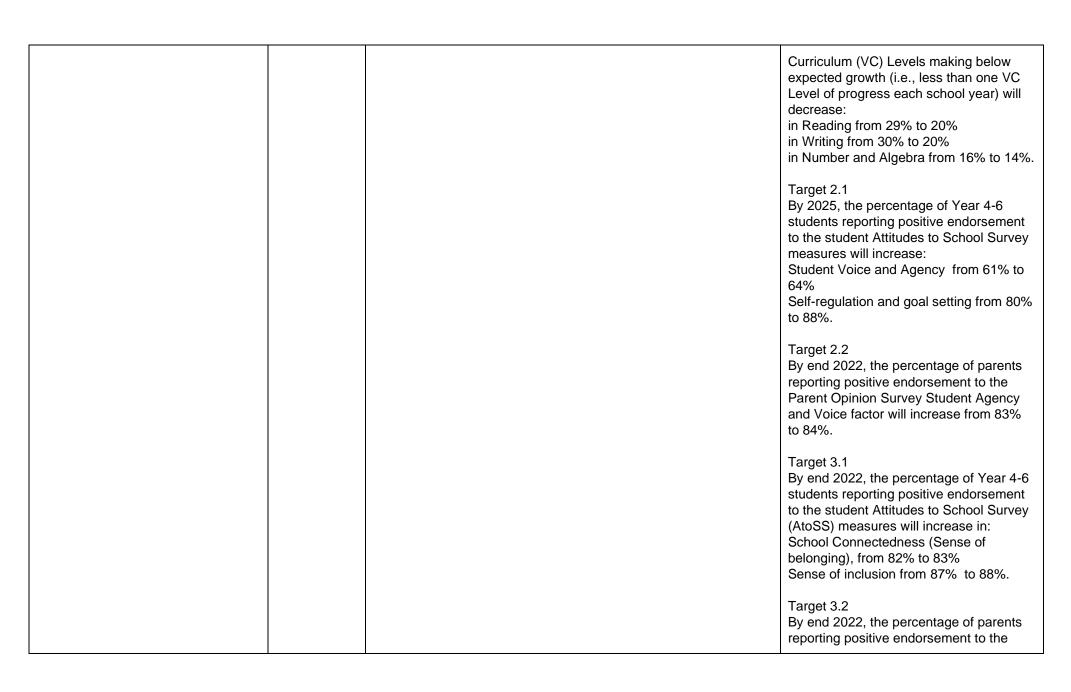|	
Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student 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 optimise learning growth for all students in English and Mathematics.
Target 2.1	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.
Target 2.2	By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.
Target 2.3	By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% in 2020 to 42%

	- in Writing from 5.5% in 2020 to 38% - in Number and Algebra from 23.5% in 2020 to 45%.
Target 2.4	By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: - in Reading from 29% in 2020 to 10% - in Writing from 30% in 2020 to 10% - in Number and Algebra from 16% in 2020 to 8%
Key Improvement Strategy 2.a Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.
Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
Target 3.1	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: - In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% - In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%.

Target 3.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.
Key Improvement Strategy 3.a Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement common language, understandings and practices that support student voice and agency in learning.
Goal 4	To continue to develop respectful, resourceful, and resilient students who embody the school values.
Target 4.1	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% • Sense of inclusion factor, from 87% in 2021 to 92%
Target 4.2	By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 92%.
Key Improvement Strategy 4.a Health and wellbeing	Investigate and implement ways of measuring improvement in student personal wellbeing and connectedness.
Key Improvement Strategy 4.b	Develop and embed a wholistic approach to wellbeing across the school.

Health and wellbeing	
Key Improvement Strategy 4.c Health and wellbeing	Investigate authentic opportunities for students to develop and maintain a strong sense of personal wellbeing and connectedness.

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	Target 1.1 By end of 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% to 31%. Target 1.2 By end of 2022 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% to 46%. Target 1.3 By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: in Reading from 7% to 25% in Writing from 5.5% to 25% in Number and Algebra from 23.5% to 30%. Target 1.4 By end 2022, the percentage of Year 1-6 students assessed against the Victorian

			Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: in Reading from 29% to 20% in Writing from 30% to 20% in Number and Algebra from 16% to 14%. Target 2.1 By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: Student Voice and Agency from 61% to 64% Self-regulation and goal setting from 80% to 88%. Target 2.2 By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% to 84%. Target 3.1 By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in: School Connectedness (Sense of belonging), from 82% to 83% Sense of inclusion from 87% to 88%. Target 3.2 By end 2022, the percentage of parents reporting positive endorsement to the

			Parent Opinion Survey Student Confidence and Resilience will increase from 85% to 87%.
To optimise learning growth for all students in English and Mathematics.	Yes	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.	By end 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 31%.
		By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.	By end 2022, the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing will increase from 44% in 2021 to 45%.
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			• in Number and Algebra from 16% in 2020 to 14%
To create empowered learners who are actively engaged in and connected to their learning.	Yes	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%.	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: • In Student Voice and Agency from 61% to 64% • In Self-regulation and goal setting from 80% to 82%.
		By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.	By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice will increase from 83% to 84%.
To continue to develop respectful, resourceful, and resilient students who embody the school values.	Yes	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% Sense of inclusion factor, from 87% in 2021 to 92%	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) from 82% to 83% • Sense of inclusion, from 87% to 88%
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Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Target 1.1 By end of 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% to 31%. Target 1.2 By end of 2022 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% to 46%. Target 1.3 By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: in Reading from 7% to 25% in Writing from 5.5% to 25% in Number and Algebra from 23.5% to 30%. Target 1.4 By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: in Reading from 29% to 20% in Writing from 30% to 20% in Number and Algebra from 16% to 14%. Target 2.1 By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: Student Voice and Agency from 61% to 64% Self-regulation and goal setting from 80% to 88%. Target 2.2 By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and

	Voice factor will increase from 83% to 84%. Target 3.1 By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in: School Connectedness (Sense of belonging), from 82% to 83% Sense of inclusion from 87% to 88%. Target 3.2 By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience will increase from 85% to 87%.	
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 optimise learning growth for all students in English and Mathematics.	
12 Month Target 2.1	By end 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 31%.	

12 Month Target 2.2	By end 2022, the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing will increase from 44% in 2021 to 45%.
12 Month Target 2.3	By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% to 25% • in Writing from 5.5% to 25% • in Number and Algebra from 23.5% to 30%.
12 Month Target 2.4	By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: • in Reading from 29% in 2020 to 20% • in Writing from 30% in 2020 to 20% • in Number and Algebra from 16% in 2020 to 14%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.	Yes
KIS 2 Evaluating impact on learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.	No
KIS 3 Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.	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.	KIS 1.a is selected because of the number of new teachers we have had join our organisation in the last few years, and the need to continue to build staff understanding in the implementation of our differentiated instructional model to ensure consistency and cohesion across the School. KIS 1.c is selected as our 2022 Professional Learning Plan is significantly targeting building teacher capacity in the teaching of Writing.	

Goal 3	To create empowered learners who are actively engaged in and connected to their learning.	
12 Month Target 3.1	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: • In Student Voice and Agency from 61% to 64% • In Self-regulation and goal setting from 80% to 82%.	
12 Month Target 3.2	By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice will increase from 83% to 84%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners	Yes
KIS 2 Empowering students and building school pride	Develop and implement common language, understandings and practices that support student voice and agency in learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	KIS 2.a is selected because we want to audit our current practices, get baseline data of where our students currently and then formulate a plan to improve student voice and agency in our learners, and have a means of measuring our success.	
Goal 4	To continue to develop respectful, resourceful, and resilient students who embody the school values.	
12 Month Target 4.1	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) from 82% to 83%	

	• Sense of inclusion, from 87% to 88%
12 Month Target 4.2	By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 87%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Investigate and implement ways of measuring improvement in student personal wellbeing and connectedness.	No
KIS 2 Health and wellbeing	Develop and embed a wholistic approach to wellbeing across the school.	Yes
KIS 3 Health and wellbeing	Investigate authentic opportunities for students to develop and maintain a strong sense of personal wellbeing and connectedness.	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.	Explain why the school has selected this KIS as a focus for this year KIS 4.b is selected because a consistent wellbeing approach needs to be embedded across the school, ensuring vertical and horizontal cohesion across the school in wellbeing.	

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 teachers to inform understanding of student needs and identify students requiring additional support. Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Build staff capacity to effectively run shared and guided reading targeted to their students. Classroom Level Embed consistent approaches to formative assessment. Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs. Teachers embed shared and guided strategies from PD into their classroom practice. Individual & Group Level Build staff capacity to use data to implement a targeted and differentiated program at each student's point of need. Identify students to participate in small group tutoring programs. Teachers demonstrate their targeting and assessing of individual/small group student progress through agreed template which includes goals and anecdotal notes indicating success.

Outcomes	Whole School Teachers will confidently and accurately identify student learning needs of all of their students. Classroom Teachers will provide students with the opportunity to work at their level using differentiated instruction and resources. Individual & Small Group Teachers and leaders will establish intervention/small group tutoring programs.
Success Indicators	Whole School Early indicators Classroom observations demonstrate practices targeted to identified student learning needs. Late indicators By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% to 25% • in Writing from 5.5% to 25% • in Number and Algebra from 23.5% to 30%. By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: • in Reading from 29% in 2020 to 20% • in Writing from 30% in 2020 to 20% • in Number and Algebra from 16% in 2020 to 14%. Classroom Early Indicator Documentation and data from formative assessments. Guided Reading assessment templates indicate student achievement towards goals. Late Indicators Data walls clearly indicating student progress. Individual & Small Groups Early Indicators Data used to identify students for tailored supports. Differentiated resources used in tailored supports.

	Late Indicators Post test results indicating progress (Eg Star Assessments and Essential Assessments)				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Staff PD on Differentiation	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☐ 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	
PLC Data Wall discussions	☑ Curriculum Co-ordinator (s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,800.00 ☐ 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
Timetabled, weekly PLC and Team Meetings providing opportunities for Collaborative Planning, including data analysis	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☐ 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
Coaching and mentoring of staff on differentiated practices and targeting individual student needs along the developmental learning continuum	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$96,000.00 ☐ 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
Learning Support (Reading Recovery) to scaffold at risk students	☑ Literacy Support	☐ PLP Priority	from: Term 1	$55,000.00

			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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole School Embed a whole school approach to social/emotional wellbeing. Classroom Strengthen in-class relationships through peer and group learning activities. Individual & Small Groups Students with emerging or acute wellbeing needs identified and referred appropriately.
Outcomes	Whole School Teachers, Leaders and the School community will share a common understanding of the whole school approach to supporting social/emotional wellbeing Classroom Students will feel supported and engaged in their class groups and contribute to a strong classroom culture. Individual & Small Groups Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success.

Success Indicators	Whole School Early Indicators Documentation of referrals/communication processes to support students with emerging or acute wellbeing needs. Late Indicators Student, staff and parent perception survey results. Classroom Early Indicators Student engagement in wellbeing programs. Teacher reports of student wellbeing concerns. Late Indicators Clear documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Individual & Small Groups Early Indicator Documentation of strategies students will use in classes and at school, including individual support plans. Late Indicator School attendance data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole staff PD on strengthening our students' culture and sense of belonging	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$4,300.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Review and revisit referrals/communication processes with staff	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☐ 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
Teams collaboratively develop and refine wellbeing practices to support all students within their cohort	☑ PLC Leaders ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop skills within our Student Leaders to support student wellbeing	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To optimise learning growth for all students in English and Mathematics.
12 Month Target 2.1	By end 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 31%.
12 Month Target 2.2	By end 2022, the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing will increase from 44% in 2021 to 45%.
12 Month Target 2.3	By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% to 25% • in Writing from 5.5% to 25% • in Number and Algebra from 23.5% to 30%.
12 Month Target 2.4	By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: • in Reading from 29% in 2020 to 20% • in Writing from 30% in 2020 to 20% • in Number and Algebra from 16% in 2020 to 14%
KIS 1 Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.
Actions	Whole School Level Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.

	Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Classroom Level Embed consistent approaches to formative assessment. Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs. Individual & Group Level Build staff capacity to use data to implement a targeted and differentiated program at each student's point of need. Identify students to participate in small group tutoring programs.
Outcomes	Whole School Teachers will confidently and accurately identify student learning needs of all of their students. Classroom Teachers will provide students with the opportunity to work at their level using differentiated instruction and resources. Individual & Small Group Teachers and leaders will establish intervention/small group tutoring programs.
Success Indicators	Whole School Early indicators Classroom observations demonstrate practices targeted to identified student learning needs. Late indicators By end 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 31%. By end 2022, the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing will increase from 44% in 2021 to 45%. By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% to 25% • in Writing from 5.5% to 25% • in Number and Algebra from 23.5% to 30%.

By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:
•   in Reading from 29% in 2020 to 20%
•   in Writing from 30% in 2020 to 20%
•   in Number and Algebra from 16% in 2020 to 14%.

Classroom
Early Indicator
Documentation and data from formative assessments in English and Maths, recorded through Accelerus and anecdotal notes.
Late Indicators
Data walls clearly indicating student progress, in Reading, Writing and Number.

Individual & Small Groups
Early Indicators
Data used to identify students for tailored supports and writing clinics.
Differentiated resources used in tailored supports and writing clinics.

Late Indicators
Post test results indicating progress (Eg Star Assessments and Essential Assessments).
Writing samples collected twice a term across the year for every student, demonstrating student progress towards their individual goals.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff PD on Differentiation	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ 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
PLC Data Wall discussions	☑ Curriculum Co-ordinator (s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ 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 Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.		
Actions	Whole School Level Develop teacher capacity to identify and target students' points of need in Writing. Classroom Level Support teachers to develop and deliver targeted whole class writing lessons with specific learning intentions and success criteria targeted to their students' needs. Individual & Group Level Support teachers to develop understandings of how to target students need in Writing through teacher clinics and individual conferencing, providing specific feedback on next steps.		
Outcomes	Whole School Teachers will confidently and accurately identify and target student learning needs in Writing.		

	Classroom Student learning needs will be differentiated across classrooms through use of data, and then targeted learning opportunities provided, particularly in Writing. Individual & Small Group Teachers will run targeted small group Writing clinics and individual conferences to provide feedback and respond to students' individual learning needs.
Success Indicators	Whole School Early indicators Learning Walks observing Literacy Coach modelling Writing best practice. Classroom observations demonstrate teacher practices targeted to identified student learning needs in Writing. Late indicators By end 2022, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 31%. By end 2022, the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing will increase from 44% in 2021 to 45%. By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Writing from 5.5% to 25%. By end 2022, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease: • in Writing from 30% in 2020 to 20%. Classroom Early Indicator Individual targeted Writing goals are set for each student, and work samples collected and analysed to determine progress towards goals. Teacher anecdotal notes identify individual goals and student progress towards them. Late Indicators Writing samples collected twice a term across the year for every student, demonstrating student progress towards their individual goals. Data walls clearly indicating student progress in Writing.

	Individual & Small Groups Early Indicators Data (writing samples) used to identify students for specific Writing clinics. Differentiated resources used in Writing clinics. Late Indicators Summative assessment demonstrates growth in Writing of targeted students.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Staff PD targeting Writing with Terri Campbell	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 2 to: Term 4	$16,200.00 ☐ 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	
PLC Meetings targeting Writing	☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 4	$20,000.00 ☐ 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 create empowered learners who are actively engaged in and connected to their learning.
12 Month Target 3.1	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: • In Student Voice and Agency from 61% to 64% • In Self-regulation and goal setting from 80% to 82%.
12 Month Target 3.2	By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice will increase from 83% to 84%.
KIS 1 Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners
Actions	Build staff capacity to understand and develop Student Voice and Agency across the School. Implement ways to collect feedback from students on their learning.
Outcomes	Students are given clear learning intentions and co-construct the success criteria for lessons across the School. Students participate in surveys providing feedback on their learning and how to make it more effective.
Success Indicators	Early Indicators Students can identify what they are learning and where to next with their learning in all classes across the School. Late Indicators Students take ownership for their learning and, with teacher support, can choose learning goals purposefully to direct their own learning on an ongoing basis.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Staff meetings each term, and part of Curriculum Day assigned to developing staff understanding and implementation of Student Voice and Agency	☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Peer Observations with a focus on Student Voice and Agency within classes	☑ All Staff	☐ 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 continue to develop respectful, resourceful, and resilient students who embody the school values.
12 Month Target 4.1	By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) from 82% to 83%

	• Sense of inclusion, from 87% to 88%
12 Month Target 4.2	By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 87%.
KIS 1 Health and wellbeing	Develop and embed a wholistic approach to wellbeing across the school.
Actions	Build staff capacity to develop and embed a wholistic approach to Wellbeing across the school, emphasising our School Values. Audit and investigate effective programs for supporting student Wellbeing.
Outcomes	Teachers and students view Wellbeing as part of everyday teaching and practice, which is supported by specifically targeted Wellbeing lessons (including Respectful Relationships, You Can Do It and Cybersafety).
Success Indicators	Early Indicators A common understanding is displayed by staff about taking a wholistic approach to building Wellbeing amongst students, underpinned by developing the students' understanding and application of the School's Values. Late Indicators By end 2022, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) from 82% to 83% • Sense of inclusion, from 87% to 88%. By end 2022, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 87%.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Common Wellbeing foci , based on School values, are identified and developed throughout the school in everyday sessions with students	☑ All Staff ☑ Student Wellbeing Co-ordinator	☐ 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
Wellbeing Coordinator works with SWAT to promote and engage students across the school in the wellbeing foci	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$9,788.70	$9,788.70	$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	**$9,788.70**	**$9,788.70**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning Support (Reading Recovery) to scaffold at risk students	$55,000.00
Whole staff PD on strengthening our students' culture and sense of belonging	$4,300.00
Totals	**$59,300.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning Support (Reading Recovery) to scaffold at risk students	from: Term 1 to: Term 4	$9,788.70	☑ School-based staffing

Whole staff PD on strengthening our students' culture and sense of belonging	from: Term 1 to: Term 4	$0.00	☑ School-based staffing
Totals		**$9,788.70**	

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
Staff PD on Differentiation	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Coaching and mentoring of staff on differentiated practices and targeting individual student needs along the developmental learning continuum	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Staff PD targeting Writing with Terri Campbell	☑ Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
Staff meetings each term, and part of Curriculum Day assigned to developing staff understanding and implementation of Student Voice and Agency	☑ KLA Leader	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ High Impact Teaching Strategies (HITS)	☑ On-site