**2022 Annual Implementation Plan**

Submitted for review by Daniel Frew (School Principal) on 02 March, 2022 at 09:36 AM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 02 March, 2022 at 09:37 AM  
Endorsed by Rachel Nassios (School Council President) on 31 March, 2022 at 03:44 PM

**for improving student outcomes**

Lower Plenty Primary School (1295)



**Self-evaluation Summary - 2022**

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

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

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

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| **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 |

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| **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 |

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| **Enter your reflective comments** | The outcomes of our students are improving, with most achieving high growth. Our practices in the teaching of reading continue to be developed as is our teachers understanding and use of data. While we have focussed specifically on reading, many of the practices in writing and numeracy have not been sustained. We need to have a renewed focus on VCOP as well as ensure we are implementing Write to Read from Foundation to Grade 6. The school has kept good data and has an assessment schedule that is maintained and adhered to. There is not yet a culture of data analysis and planning from data in areas outside of reading. |
| **Considerations for 2022** | There are a number of practices that are linked to both Montessori, DSSI and School Direction/Clarity that need to be addressed in 2022. \* Regular class meetings with students \* Developing school vision, mission, values \* Developing a sequential SEL program for teaching values \* Continue to embed the school instructional model \* Develop literacy leaders capacity to implement practices from Literacy Toolkit \* Training of all staff in Montessori practices and theories \* Use or protocols to analyse and evaluate data |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 the learning growth in literacy and numeracy for every student |
| Target 2.1 | **Victorian curriculum teacher judgements**  Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:   * reading and viewing from 65% in 2019 to 75% in 2024 * writing from 66% in 2019 to 70% in 2024 * number and algebra from 70% in 2019 to 80% in 2024. |
| Target 2.2 | Increase the percentage of students at Year 5 above benchmarked growth on NAPLAN   * reading from 17% in 2019 to 25% in 2024 * writing from 21% in 2019 to 26 % in 2024 * numeracy from 8% in 2019to 21% in 2024. |
| Target 2.3 | Increase the percentage of Year 5 students achieving in the top two NAPLAN bands (based on 2019 data):   * reading from 41% in 2019 to 45% or higher in 2024 * writing from 13% in 2019 to 23% or higher in 2024 * numeracy from 29% in 2019 to 35% or higher in 2024. |
| Key Improvement Strategy 2.a Building practice excellence | Develop and embed an agreed instructional model. |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Embed a whole school culture of collaborative professional learning communities with high expectations for all. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build data literacy skills to inform shared planning for differentiated teaching. |
| Goal 3 | Empower students to be actively engaged and take ownership of their learning |
| Target 3.1 | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:   * Student voice and agency factor from 55% in 2020 to 70% in 2024 * Motivation and interest factor from 72% in 2020 to 82% in 2024 * Stimulating learning factor from 69% in 2020 to 79% in 2024 * Sense of confidence factor from 67% in 2020 to 80% in 2024. |
| Target 3.2 | Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:   * Collective efficacy from 77% in 2020 to 86% in 2024 * Teacher collaboration from 75% in 2020 to 82% in 2024 * Collective focus on student learning from 67% in 2020 to 79% in 2024. |
| Target 3.3 | Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of   * Student agency and voice factor from 67% in 2020 to 80% in 2024 * Student motivation and support factor from 77% in 2020 to 81% in 2024 * Stimulating learning environment factor from 66% in 2020 to 82% in 2024. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build understanding of student agency and voice in learning and implement a whole school approach. |
| Key Improvement Strategy 3.b Evaluating impact on learning | Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting. |
| Key Improvement Strategy 3.c Empowering students and building school pride | Increase the capacity of all students to become leaders. |
| Goal 4 | Enhance student wellbeing, connectedness and pride in the school. |
| Target 4.1 | Improve the percentage of positive responses in the AtoSS for the following factors:   * Sense of inclusion from 80% in 2020 to 88% in 2024 * School connectedness from 71% in 2020to 79% in 2024 * Resilience factor from 68% in 2019 to 79% in 2024. |
| Target 4.2 | Improve the percentage of positive responses in the SOS for the following factors:   * Parent and community involvement from 67% in 2020 to 83% in 2024 * Trust in students and parents from 73% in 2020 to 83%in 2024 * Collective focus on student learning factor from 67% in 2020 to 81% in 2024. |
| Target 4.3 | Improve the percentage of positive responses on the POS for the following factors:   * Parent participation and involvement from 60% in 2020 to 80% in 2024 * Teacher communication from 62% in 2020 to 75% in 2024 * School support/communication from 73% in 2020 to 80% in 2024 * School improvement factor from 60% in 2020 to 78% in 2024 * School connectedness factor from 82% in 2020 to 90% in 2024 * Effective teaching factor from 64% in 2020 to 80% in 2024. |
| Key Improvement Strategy 4.a Vision, values and culture | Review the school’s vision, mission and values and integrate the revised intentions into all areas of schooling. |
| Key Improvement Strategy 4.b Building communities | Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning. |
| Key Improvement Strategy 4.c Health and wellbeing | Embed the whole school framework for student wellbeing with a focus on building positive relationships and student resilience. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% |
| Improve the learning growth in literacy and numeracy for every student | Yes | **Victorian curriculum teacher judgements**  Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:   * reading and viewing from 65% in 2019 to 75% in 2024 * writing from 66% in 2019 to 70% in 2024 * number and algebra from 70% in 2019 to 80% in 2024. | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%. |
| Increase the percentage of students at Year 5 above benchmarked growth on NAPLAN   * reading from 17% in 2019 to 25% in 2024 * writing from 21% in 2019 to 26 % in 2024 * numeracy from 8% in 2019to 21% in 2024. | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  (note: Teacher judgement used as there will be no Naplan Benchmark Growth Data available) |
| Increase the percentage of Year 5 students achieving in the top two NAPLAN bands (based on 2019 data):   * reading from 41% in 2019 to 45% or higher in 2024 * writing from 13% in 2019 to 23% or higher in 2024 * numeracy from 29% in 2019 to 35% or higher in 2024. | Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% |
| Empower students to be actively engaged and take ownership of their learning | Yes | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:   * Student voice and agency factor from 55% in 2020 to 70% in 2024 * Motivation and interest factor from 72% in 2020 to 82% in 2024 * Stimulating learning factor from 69% in 2020 to 79% in 2024 * Sense of confidence factor from 67% in 2020 to 80% in 2024. | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:  Student voice and agency factor from 43% in 2021 to 60% in 2022 Motivation and interest factor from 66% in 2021 to 80% in 2022 Stimulating learning factor from 69% in 2020 to 79% in 2022 Sense of confidence factor from 59% in 2021 to 70% in 2022. |
| Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:   * Collective efficacy from 77% in 2020 to 86% in 2024 * Teacher collaboration from 75% in 2020 to 82% in 2024 * Collective focus on student learning from 67% in 2020 to 79% in 2024. | Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:  Collective efficacy from 59% in 2021 to 80% in 2022 Teacher collaboration from 77% in 2021 to 85% in 2022 Collective focus on student learning from 88% in 2021 to 90% in 2022. |
| Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of   * Student agency and voice factor from 67% in 2020 to 80% in 2024 * Student motivation and support factor from 77% in 2020 to 81% in 2024 * Stimulating learning environment factor from 66% in 2020 to 82% in 2024. | Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of  Student agency and voice factor from 78% in 2021 to 85% in 2022 Student motivation and support factor from 80% in 2021 to 85% in 2022 Stimulating learning environment factor from 67% in 2021 to 75% in 2022. |
| Enhance student wellbeing, connectedness and pride in the school. | Yes | Improve the percentage of positive responses in the AtoSS for the following factors:   * Sense of inclusion from 80% in 2020 to 88% in 2024 * School connectedness from 71% in 2020to 79% in 2024 * Resilience factor from 68% in 2019 to 79% in 2024. | Improve the percentage of positive responses in the AtoSS for the following factors:  Sense of inclusion from 79% in 2021 to 88% in 2022 School connectedness from 64% in 2021 to 75% in 2022 |
| Improve the percentage of positive responses in the SOS for the following factors:   * Parent and community involvement from 67% in 2020 to 83% in 2024 * Trust in students and parents from 73% in 2020 to 83%in 2024 * Collective focus on student learning factor from 67% in 2020 to 81% in 2024. | Improve the percentage of positive responses in the SOS for the following factors:  Parent and community involvement from 77% in 2021 to 83% in 2022 Trust in students and parents from 56% in 2021 to 80%in 2022 Collective focus on student learning factor from 88% in 2021 to 90% in 2022. |
| Improve the percentage of positive responses on the POS for the following factors:   * Parent participation and involvement from 60% in 2020 to 80% in 2024 * Teacher communication from 62% in 2020 to 75% in 2024 * School support/communication from 73% in 2020 to 80% in 2024 * School improvement factor from 60% in 2020 to 78% in 2024 * School connectedness factor from 82% in 2020 to 90% in 2024 * Effective teaching factor from 64% in 2020 to 80% in 2024. | Improve and maintain the percentage of positive responses on the POS for the following factors:  Maintain parent participation and involvement at 84% in 2022 increase teacher communication from 67% to 75% in 2022 Maintain school support/communication at 90% in 2022 Maintain school improvement factor at 83% in 2022 School connectedness factor from 80% in 2021 to 90% in 2022 Maintain teaching factor at 80% in 2022 |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% | |
| **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 the learning growth in literacy and numeracy for every student | |
| 12 Month Target 2.1 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%. | |
| 12 Month Target 2.2 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  (note: Teacher judgement used as there will be no Naplan Benchmark Growth Data available) | |
| 12 Month Target 2.3 | Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Develop and embed an agreed instructional model. | No |
| **KIS 2**  Evidence-based high-impact teaching strategies | Embed a whole school culture of collaborative professional learning communities with high expectations for all. | No |
| **KIS 3**  Curriculum planning and assessment | Build data literacy skills to inform shared planning for differentiated teaching. | 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. | Instructional model was completed in 2021. The other two areas will continue to be developed but will not be a focus for 2022. | |
| Goal 3 | Empower students to be actively engaged and take ownership of their learning | |
| 12 Month Target 3.1 | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:  Student voice and agency factor from 43% in 2021 to 60% in 2022 Motivation and interest factor from 66% in 2021 to 80% in 2022 Stimulating learning factor from 69% in 2020 to 79% in 2022 Sense of confidence factor from 59% in 2021 to 70% in 2022. | |
| 12 Month Target 3.2 | Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:  Collective efficacy from 59% in 2021 to 80% in 2022 Teacher collaboration from 77% in 2021 to 85% in 2022 Collective focus on student learning from 88% in 2021 to 90% in 2022. | |
| 12 Month Target 3.3 | Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of  Student agency and voice factor from 78% in 2021 to 85% in 2022 Student motivation and support factor from 80% in 2021 to 85% in 2022 Stimulating learning environment factor from 67% in 2021 to 75% in 2022. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build understanding of student agency and voice in learning and implement a whole school approach. | Yes |
| **KIS 2**  Evaluating impact on learning | Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting. | No |
| **KIS 3**  Empowering students and building school pride | Increase the capacity of all students to become leaders. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school has begun its journey to become a Montessori Inclusive school. The major purpose of Montessori is to support students to become more independent and take ownership over their learning. The multiage approach also provides opportunities for students to take on leadership positions within the class. The school will address this KIS through its inclusion of Montessori pedagogical practices in the classroom. | |
| Goal 4 | Enhance student wellbeing, connectedness and pride in the school. | |
| 12 Month Target 4.1 | Improve the percentage of positive responses in the AtoSS for the following factors:  Sense of inclusion from 79% in 2021 to 88% in 2022 School connectedness from 64% in 2021 to 75% in 2022 | |
| 12 Month Target 4.2 | Improve the percentage of positive responses in the SOS for the following factors:  Parent and community involvement from 77% in 2021 to 83% in 2022 Trust in students and parents from 56% in 2021 to 80%in 2022 Collective focus on student learning factor from 88% in 2021 to 90% in 2022. | |
| 12 Month Target 4.3 | Improve and maintain the percentage of positive responses on the POS for the following factors:  Maintain parent participation and involvement at 84% in 2022 increase teacher communication from 67% to 75% in 2022 Maintain school support/communication at 90% in 2022 Maintain school improvement factor at 83% in 2022 School connectedness factor from 80% in 2021 to 90% in 2022 Maintain teaching factor at 80% in 2022 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Vision, values and culture | Review the school’s vision, mission and values and integrate the revised intentions into all areas of schooling. | Yes |
| **KIS 2**  Building communities | Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning. | No |
| **KIS 3**  Health and wellbeing | Embed the whole school framework for student wellbeing with a focus on building positive relationships and student resilience. | 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. | Due to lockdown in 2021 the school was not able to complete this KIS. | |

**Define Actions, Outcomes and Activities**

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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 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% | | | | |
| 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** | - implement a whole school consistent approach to teaching and learning and engaging, rigorous and differentiated instructional practice so that student learning growth will be maximised in reading and numeracy. | | | | |
| **Outcomes** | - Teachers will implement the Instructional model in the classroom - Literacy leader will research and navigate the Literacy Toolkit with a focus on guided Reading.  - teachers will use data to pinpoint strategies needed - teachers will use the DIE: Diagnose - Intervene - Evaluate protocol to analyse their reading and numeracy data - teachers will be run reading conferences with student | | | | |
| **Success Indicators** | Early Indicators - Teachers have participated in Learning Walks and provided feedback to each other - Teachers allocate students according to data and create differentiated tasks and teaching in Guided Reading groups, this is documented in planning. - Teachers completing a minimum of three Guided Reading groups per week. - Teachers to begin reading conference with selected students  Late Indicators - Naplan data as per the targets set - Teacher report data as per the targets set | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Professional learning delivered by Literacy leader with support from DSSI partners to further develop teacher’s understanding of the ‘Catch’ component of the Instructional Model | | 🗹 Literacy Leader | 🗹 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 |
| Professional learning delivered by Literacy leader with support from DSSI partners to develop teacher’s questioning skills to include open & closed questions, probing questions and wait time. | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 2  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 |
| Literacy leader to utilise Literacy Toolkit to develop their understanding of Guided Reading, where it fits in the Instructional Model, duration and format. Literacy leader to then plan and implement a professional learning sequence to support teachers implementation of guided reading. This will include structured discussion on what Guided Reading is. | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 2  to: Term 2 | $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 |
| Principal to support teachers to use the DIE protocol to analyse student data. This will be the basis of teachers using data to inform strategies to teach at student’s point of need. Literacy leaders to support teachers to align strategies to student data. | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 3  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 |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | - Build the capacity of all staff to promote the wellbeing and positive mental health of students - Build the capacity of teachers, students and parents to adopt Social and Emotional Learning strategies across the school and the community. | | | | |
| **Outcomes** | - Students and parents/carers/kin will feel as though they are important members of the school community - Students/targeted families will feel connected to their school and have positive attitudes to attendance - Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students  - Teachers will implement and model consistent routines - All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated - Students will be able to explain what positive mental health means and where they can seek support at school - Teachers will plan for and implement social and emotional learning within their curriculum areas - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers/staff | | | | |
| **Success Indicators** | Early Indicators - Curriculum documentation will show plans for social and emotional learning - All teachers have been trained and are developing high quality IEP’s for all students requiring reasonable adjustments - Feedback from coaching and mentoring session will show evidence of improved staff capacity to implement social and emotional learning - Student support resources displayed around the school will show how students can seek support  Late Indicators - AtoSS - Effective Classroom Behaviour, Sense of Confidence, Sense of Connectedness as per targets set - School Staff Survey - School Climate module improves as per targets set - Absentee Data - reduction in student absences | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Facilitate quality embedded professional learning about differentiation so that classrooms are inclusive | | 🗹 All Staff  🗹 Principal | 🗹 PLP Priority | from: Term 2  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 |
| Run professional learning on differentiation - specifically using data to challenge and extend students during independent work time. | | 🗹 All Staff  🗹 Literacy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 3  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 |
| Establish a wellbeing framework for students and staff | | 🗹 All Staff  🗹 Principal | 🞎 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 |
| Strengthen the kindergarten center relationships and transitions | | 🗹 All Staff  🗹 Principal  🗹 Team Leader(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 |
| Introducing conferencing sessions with the students who are more than 12 months above level | | 🗹 Literacy Leader  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4  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 |
| Run professional learning on developing student IEP's | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 2  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 |
| Support staff to introduce classroom meetings run by students in line with Montessori pedagogy. Provide mentoring support. | | 🗹 All Staff  🗹 Principal | 🗹 PLP Priority | from: Term 2  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 |
| Support teachers to create an environment where students have choice over where and how they work within the classroom, and take ownership for extending their learning | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $1,200.00  🞎 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 |
| Tutor learning initiative implemented as well as MiniLit, MacqLit intervention classes | | 🗹 Literacy Improvement Teacher | 🞎 PLP Priority | from: Term 1  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 |
| Positive education professional learning | | 🗹 All Staff | 🞎 PLP Priority | from: Term 3  to: Term 3 | $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 |
| Goal 2 | Improve the learning growth in literacy and numeracy for every student | | | | |
| 12 Month Target 2.1 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%. | | | | |
| 12 Month Target 2.2 | Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:  reading and viewing from 80% in 2021 to 85% writing from 82% in 2021 to 85% number and algebra from 77% in 2021 to 80%.  (note: Teacher judgement used as there will be no Naplan Benchmark Growth Data available) | | | | |
| 12 Month Target 2.3 | Increase the percentage of Year 5 students achieving in the top two NAPLAN bands \* Increase reading from 71% to 73% \* Increase writing from 29% to 31% \* Increase numeracy from 67% to 69% | | | | |
| KIS 1 Curriculum planning and assessment | Build data literacy skills to inform shared planning for differentiated teaching. | | | | |
| **Actions** | - Build the capacity of staff to analyse and plan from student data - Consolidate and extend data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support | | | | |
| **Outcomes** | - Teachers will confidently and accurately identify student learning needs of their students - PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITS to plan lessons and units - Students will experience success and celebrate the acquisition of knowledge - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update data walls - Students will know what their next steps are to progress their learning | | | | |
| **Success Indicators** | Early Indicators - Student feedback on differentiation, the instructional model, and use of common strategies - Data walls indicating clearly student progress - Differentiated curriculum documents and evidence of student learning at different levels - Data used to identify students for tailored supports - Differentiated resources used in tailored supports  Late Indicators - Teachers' formative assessment data and teacher judgement data demonstrates growth | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Document plans for coaching/mentoring/observation | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  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 |
| Review the timetable to ensure curriculum essentials are prioritised | | 🗹 All Staff | 🞎 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 |
| Review current assessment schedule in collaboration with staff | | 🗹 All Staff | 🞎 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 |
| Review processes for regular moderation of assessment | | 🗹 All Staff | 🞎 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 |
| Engage with parents/carers to ensure appropriate supports | | 🗹 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 |
| Schedule times for individual and tailored support to occur | | 🗹 All Staff | 🞎 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 |
| Goal 3 | Empower students to be actively engaged and take ownership of their learning | | | | |
| 12 Month Target 3.1 | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:  Student voice and agency factor from 43% in 2021 to 60% in 2022 Motivation and interest factor from 66% in 2021 to 80% in 2022 Stimulating learning factor from 69% in 2020 to 79% in 2022 Sense of confidence factor from 59% in 2021 to 70% in 2022. | | | | |
| 12 Month Target 3.2 | Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:  Collective efficacy from 59% in 2021 to 80% in 2022 Teacher collaboration from 77% in 2021 to 85% in 2022 Collective focus on student learning from 88% in 2021 to 90% in 2022. | | | | |
| 12 Month Target 3.3 | Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of  Student agency and voice factor from 78% in 2021 to 85% in 2022 Student motivation and support factor from 80% in 2021 to 85% in 2022 Stimulating learning environment factor from 67% in 2021 to 75% in 2022. | | | | |
| KIS 1 Empowering students and building school pride | Build understanding of student agency and voice in learning and implement a whole school approach. | | | | |
| **Actions** | Develop the capacity for student voice to impact on the school community Through Social and Emotional Learning provide all children a forum for sharing views and opinions | | | | |
| **Outcomes** | Students will experience voice and agency via community circles, classroom meetings and the SEL approach Students will participate in changemaker projects that will have significant impact on education systems around the world Staff will utilise professional learning to provide opportunities for improving student voice and agency. Staff will analyse student AtoSS data and respond accordingly. | | | | |
| **Success Indicators** | Early Indicators - A system is in place that provides students with agency in how their school operates and examples of this are in evidence - Students provide feedback that they are learning through activities that are meaningful and relevant to them - Students have opportunities to complete learning that is self initiated and driven by their interest  Late Indicators - AtoSS data (cohort and whole school) improves as per targets set - Staff Opinion data sets improve as per targets set - Parent Opinion data sets improve as per targets set | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Communication with wider school community through compass and social media on a weekly basis explaining the children's project and encouraging community participation. | | 🗹 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 |
| 3-6 Leadership Program- providing opportunities for students to take action in their wider school community. | | 🗹 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 |
| Professional Learning through Montessori Australia to look at ways in which to look at student voice and agency | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,380.00  🗹 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 |
| Analysing and acting upon AtoSS | | 🗹 All Staff | 🞎 PLP Priority | from: Term 4  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 | Enhance student wellbeing, connectedness and pride in the school. | | | | |
| 12 Month Target 4.1 | Improve the percentage of positive responses in the AtoSS for the following factors:  Sense of inclusion from 79% in 2021 to 88% in 2022 School connectedness from 64% in 2021 to 75% in 2022 | | | | |
| 12 Month Target 4.2 | Improve the percentage of positive responses in the SOS for the following factors:  Parent and community involvement from 77% in 2021 to 83% in 2022 Trust in students and parents from 56% in 2021 to 80%in 2022 Collective focus on student learning factor from 88% in 2021 to 90% in 2022. | | | | |
| 12 Month Target 4.3 | Improve and maintain the percentage of positive responses on the POS for the following factors:  Maintain parent participation and involvement at 84% in 2022 increase teacher communication from 67% to 75% in 2022 Maintain school support/communication at 90% in 2022 Maintain school improvement factor at 83% in 2022 School connectedness factor from 80% in 2021 to 90% in 2022 Maintain teaching factor at 80% in 2022 | | | | |
| KIS 1 Vision, values and culture | Review the school’s vision, mission and values and integrate the revised intentions into all areas of schooling. | | | | |
| **Actions** | - Review the school Vision, Mission, and Values with the school community - students, staff, families. - Build teacher skills to support parents/carers to engage with student learning | | | | |
| **Outcomes** | - Students, staff and families have contributed to the process for reviewing and communicating the Vision, Mission and Values - Agreed school Mission, Vision and Values are communicated and known to the whole community - Documented whole school systems, processes and procedures to support parent/carer engagement in student learning - Teachers, students and the community will have a common understanding and ownership over the schools vision and values | | | | |
| **Success Indicators** | - Evidence of Mission, Vision and Values documented and communicated with the school community - Implementation of whole school systems, process and procedures to support parents/carers to engage with their children's learning as evidenced by feedback from parents. - Regular communication with parents/carers about children's learning aligned to whole school systems, process and procedures is in evidence | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Engage external facilitator to with school community to create the LPPS Mission, Vision and Values. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  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 |
| Staff to work together with leadership to develop and document agreed systems, process and procedures for communication to parents/carers around student learning. | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 2  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 |

**Funding Planner**

Summary of Budget and Allocated Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $6,348.00 | $6,350.00 | -$2.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $6,348.00 | $6,350.00 | -$2.00 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Tutor learning initiative implemented as well as MiniLit, MacqLit intervention classes | $4,000.00 |
| Professional Learning through Montessori Australia to look at ways in which to look at student voice and agency | $1,380.00 |
| Engage external facilitator to with school community to create the LPPS Mission, Vision and Values. | $1,000.00 |
| **Totals** | $6,380.00 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Tutor learning initiative implemented as well as MiniLit, MacqLit intervention classes | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 Assets |
| Professional Learning through Montessori Australia to look at ways in which to look at student voice and agency | from: Term 1  to: Term 4 | $1,350.00 | 🗹 Support services |
| Engage external facilitator to with school community to create the LPPS Mission, Vision and Values. | from: Term 1  to: Term 2 | $1,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $6,350.00 |  |

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** |
| **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 |
| Professional learning delivered by Literacy leader with support from DSSI partners to further develop teacher’s understanding of the ‘Catch’ component of the Instructional Model | 🗹 Literacy Leader | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Teaching partners  🗹 Literacy Leaders  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Professional learning delivered by Literacy leader with support from DSSI partners to develop teacher’s questioning skills to include open & closed questions, probing questions and wait time. | 🗹 Literacy Leader | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Literacy Leaders | 🗹 On-site |
| Literacy leader to utilise Literacy Toolkit to develop their understanding of Guided Reading, where it fits in the Instructional Model, duration and format. Literacy leader to then plan and implement a professional learning sequence to support teachers implementation of guided reading. This will include structured discussion on what Guided Reading is. | 🗹 Literacy Leader | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Literacy Leaders | 🗹 On-site |
| Principal to support teachers to use the DIE protocol to analyse student data. This will be the basis of teachers using data to inform strategies to teach at student’s point of need. Literacy leaders to support teachers to align strategies to student data. | 🗹 Literacy Leader | from: Term 3  to: Term 3 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Facilitate quality embedded professional learning about differentiation so that classrooms are inclusive | 🗹 All Staff  🗹 Principal | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Run professional learning on differentiation - specifically using data to challenge and extend students during independent work time. | 🗹 All Staff  🗹 Literacy Leader  🗹 Principal | from: Term 3  to: Term 3 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Teaching partners  🗹 Internal staff | 🗹 On-site |
| Support staff to introduce classroom meetings run by students in line with Montessori pedagogy. Provide mentoring support. | 🗹 All Staff  🗹 Principal | from: Term 2  to: Term 2 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 External consultants  Montessori Australia | 🗹 On-site |