

2022 Annual Implementation Plan

for improving student outcomes

Williamstown North Primary School (1409)



Submitted for review by Jim Cahill (School Principal) on 02 March, 2022 at 01:12 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 02 March, 2022 at 03:39 PM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| 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. | |

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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 | Embedding |
| | 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 | Excelling |
| | 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 | <p>As an established Professional Learning Community, the school has many strong practices in place. Despite the effects of the pandemic over the last two years, the school was very pleased to generate such robust NAPLAN results in 2021 whereby all state mean results we well exceeded and most areas had similar achievements to like schools. Our early in roads to the 6+1 Traits last year, has already started to facilitate considerable momentum in the area of Writing. The adoption of a team approach to leading this area has been extremely successful with staff being able to access high levels of support for trialling different aspects of the program. This will be a further focus in 2022 as we aim to forge more consistent instructional practice in both Writing and Spelling.</p> |
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| | <p>The introduction of comprehensive Scope & Sequence Planners in Wellbeing in 2021 proved to be a great support to teachers. Embedding the integration of SWPBS, 4R's, Cybersafety and Social Thinking will be a focus for the school in 2022 as wellbeing continues to be prioritised.</p> |
| <p>Considerations for 2022</p> | <p>Development of a new literacy planner to incorporate Reading & Viewing, Writing, S & L, Spelling etc. Ongoing PL for the 6+1 Traits and ten staff to complete the Sounds Write PL. Critical friend - Narissa Leung, to work with teams to help support the implementation of the traits. Common assessment practices to be implemented such as DIBELS and in Spelling P-2, 3-6. One staff training day dedicated to Literacy (spelling & writing) and one to focus on Numeracy (problem solving).</p> <p>Weekly programs reflect the embedded use of the Wellbeing Planners. Play based learning focus to be implemented across F - 1. Inquiry learning to strengthen collaborative learning processes within each classroom. Embedding of the 4R curriculum with staff undertaking related PL. An increased focus on Cultural identity and gender identity to deepen the school's inclusion practices. Further use of appropriate mentor texts to support Inclusion. All SIT members to develop consistent practices for student chronicles as part of the COMPASS platform. Staff PL on student Voice & Agency. (Trial of VERSO program to support enhanced student feedback processes.) School to participate in the trial of a new Family Planning program for students in Years 5 & 6. Parent Information sessions to continue to promote the school's wellbeing practices. Increased use of social media and the school website to better promote the school.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | <p>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.</p> |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Improve student achievement and learning growth in Literacy. |
| Target 2.1 | By 2025, increase the percentage of Year 5 students making above NAPLAN benchmark growth: <ul style="list-style-type: none"> • Reading—31% (2021) to 35% (2025) • Writing—27% (2021) to 32% (2025) • Spelling—24% (2021) to 30% (2025) |
| Target 2.2 | By 2025, decrease the percentage of Year 5 students making below NAPLAN benchmark growth: <ul style="list-style-type: none"> • Reading—22% (2021) to 15% (2025) • Writing—22% (2021) to 15% (2025) |

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| | <ul style="list-style-type: none"> • Spelling—24% (2021) to 15% (2025) |
| <p>Target 2.3</p> | <p>By 2025, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3:</p> <p>Reading - 77% (2021) to 80% (2025)</p> <p>Writing - 72% (2021) to 75% (2025)</p> <p>Spelling - 58% (2021) to 60% (2025)</p> <p>Year 5</p> <p>Reading - 58% (2021) to 62% (2025)</p> <p>Writing - 30% (2021) to 35% (2025)</p> <p>Spelling - 41% (2021) to 46% (2025)</p> |
| <p>Target 2.4</p> | <p>By 2025, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and Viewing—10.5% (Semester 2, 2020) to 25% or above (Semester 2, 2024) |

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| | <ul style="list-style-type: none"> • Speaking and Listening—6.3% (Semester 2, 2020) to 25% or above (Semester 2, 2024) • Writing—8.8% (Semester 2, 2020) to 25% or above (Semester 2, 2024) |
| Target 2.5 | <p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—55% (2019) to 75% (2025) • Teacher collaboration—40% (2019) to 75% (2025) • Understand how to analyse data—62% (2019) to 80% (2025) |
| Key Improvement Strategy 2.a Instructional and shared leadership | Implement whole school leadership that supports high quality learning outcomes for students. |
| Key Improvement Strategy 2.b Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. |
| Key Improvement Strategy 2.c Evaluating impact on learning | Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students. |
| Goal 3 | Improve students' engagement in their learning. |
| Target 3.1 | <p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—62% (2019) to 80% (2025) • Knowledge of high impact teaching strategies—48% (2019) to 70% (2025) |

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| Target 3.2 | <p>By 2025, increase the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency—67% (2019) to 85% (2025) • Stimulated learning—76% (2019) to 85% (2025) • Motivation and interest—78% (2019) to 85% (2025) |
| Target 3.3 | <p>By 2025, increase the percentage of positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Teacher communication—79% (2019) to 85% (2025) • Student voice and agency—85% (2019) to 90% (2025) • Student motivation and support—82% (2019) to 90% (2025) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Strengthen student voice and agency in their learning. |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Enable and extend students to be engaged and motivated learners. |
| Key Improvement Strategy 3.c Parents and carers as partners | Strengthen learning partnerships between home and school. |
| Goal 4 | Improve students' sense of wellbeing. |
| Target 4.1 | <p>By 2025, increase the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness—78% (2019) to 85% (2025) |

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| | <ul style="list-style-type: none"> • Resilience—80% (2019) to 85% (2025) • Sense of inclusion—88% (2019) to 95% (2025) • Teacher concern—77% (2019) to 85% (2025) |
| Target 4.2 | <p>By 2025, increase the percentage of positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Respect for diversity—89% (2019) to 95% (2025) • Confidence & resiliency skills—93% (2019) to 95% (2025) |
| Target 4.3 | <p>By 2025, decrease the percentage of students with 20 or more days of absence annually:</p> <ul style="list-style-type: none"> • 25% (2019) to 20% (2025) |
| Key Improvement Strategy 4.a Health and wellbeing | Develop and implement a school-wide approach to wellbeing. |
| Key Improvement Strategy 4.b Health and wellbeing | Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers. |
| Key Improvement Strategy 4.c Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | <p>Yes</p> | <p>Support for the 2022 Priorities</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2022. Three tutors will be employed for the year, with each tutor tagged to a sub school. Through our collaborative processes, it has been agreed that the TLI will only focus on Reading (given how central reading is to all curriculum areas). In February, every student from F-6 will undertake a DIBELS assessment. Students identified as being well below goal in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT.) The school is aiming for 60 students to participate in the TLI in Semester 1 and Semester 2. The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester.</p> |

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| | | | <p>2. Whilst the school has extensive goals/target & actions for Literacy (as described in goal 2), a strong numeracy focus in semester one will aim to target the area of problem solving. A staff training day in Term 2, will focus solely on the scaffolded development of problem solving in Numeracy. Given the school's strong numeracy data, we aim to maintain achievement levels at or above similar schools.</p> <p>3. A strong Wellbeing focus has been planned for 2022 to further support students who have been impacted by the pandemic. Goal 4 outlines targets and actions to further support student Wellbeing.</p> <p>Key targets relate to survey data and absence data:</p> <p>We aim to increase the percentage of positive endorsement for the AToSS variables:</p> <p>Sense of connectedness—78% (2019) to 80% (2022)</p> <p>Resilience—80% (2019) to 81% (2022)</p> <p>Sense of inclusion—88% (2019) to 90% (2022)</p> <p>Teacher concern—77% (2019) to 80% (2022)</p> <p>We aim to also increase the percentage of positive endorsement for POS factors:</p> <p>Respect for diversity—89% (2019) to 91% (2022)</p> <p>Confidence & resiliency skills—93% (2019) to 94% (2022)</p> |
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| | | | We finally aim to decrease the percentage of students with 20 or more days of absence annually from 25% (2019) to 23% (2022) |
| Improve student achievement and learning growth in Literacy. | Yes | By 2025, increase the percentage of Year 5 students making above NAPLAN benchmark growth: <ul style="list-style-type: none"> • Reading—31% (2021) to 35% (2025) • Writing—27% (2021) to 32%(2025) • Spelling—24% (2021) to 30% (2025) | Increase the percentage of Year 5 students making above NAPLAN benchmark growth: Reading—31% (2021) to 32% (2022) Writing—27% (2021) to 28%(2022) Spelling—24% (2021) maintain in 2022 |
| | | By 2025, decrease the percentage of Year 5 students making below NAPLAN benchmark growth: <ul style="list-style-type: none"> • Reading—22% (2021) to 15% (2025) • Writing—22% (2021) to 15% (2025) • Spelling—24% (2021) to 15% (2025) | Decrease the percentage of Year 5 students making below NAPLAN benchmark growth: Reading—22% (2021) to 20% (2022) Writing—22% (2021) to 20% (2022) Spelling—24% (2021) maintain in 2022 |
| | | By 2025, increase the percentage of students in the top two NAPLAN bands: Year 3: | Increase the percentage of students in the top two NAPLAN bands: Year 3: Reading - 77% (2021) to 78% (2022) Writing - 72% (2021) to 73% (2022) Spelling - 58% (2021) maintain in 2022 |

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| | | <p>Reading - 77% (2021) to 80% (2025)</p> <p>Writing - 72% (2021) to 75% (2025)</p> <p>Spelling - 58% (2021) to 60% (2025)</p> <p>Year 5</p> <p>Reading - 58% (2021) to 62% (2025)</p> <p>Writing - 30% (2021) to 35% (2025)</p> <p>Spelling - 41% (2021) to 46% (2025)</p> | <p>Year 5</p> <p>Reading - 58% (2021) to 59% (2022)</p> <p>Writing - 30% (2021) to 31% (2022)</p> <p>Spelling - 41% (2021) maintain in 2022</p> |
| | | <p>By 2025, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and Viewing—10.5% (Semester 2, 2020) to 25% or above (Semester 2, 2024) • Speaking and Listening—6.3% (Semester 2, 2020) to 25% or above (Semester 2, 2024) • Writing—8.8% (Semester 2, 2020) to 25% or above (Semester 2, 2024) | <p>increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <p>Reading and Viewing—10.5% (Semester 2, 2020) to 15% or above (Semester 2, 2022)</p> <p>Speaking and Listening—6.3% (Semester 2, 2020) to 10% or above (Semester 2, 2022)</p> <p>Writing—8.8% (Semester 2, 2020) to 15% or above (Semester 2, 2022)</p> |
| | | <p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> | <p>Increase the percentage of positive endorsement for SSS factors:</p> <p>Guaranteed and viable curriculum—55% (2019) to 60% (2022)</p> |

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| | | <ul style="list-style-type: none"> • Guaranteed and viable curriculum—55% (2019) to 75% (2025) • Teacher collaboration—40% (2019) to 75% (2025) • Understand how to analyse data—62% (2019) to 80% (2025) | <p>Teacher collaboration—40% (2019) to 50% (2022)</p> <p>Understand how to analyse data—62% (2019) to 70% (2022)</p> |
| Improve students' engagement in their learning. | Yes | <p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—62% (2019) to 80% (2025) • Knowledge of high impact teaching strategies—48% (2019) to 70% (2025) | <p>Use student feedback to improve practice—62% (2019) to 65% (2022)</p> <p>Knowledge of high impact teaching strategies—48% (2019) to 55% (2022)</p> |
| | | <p>By 2025, increase the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency—67% (2019) to 85% (2025) • Stimulated learning—76% (2019) to 85% (2025) • Motivation and interest—78% (2019) to 85% (2025) | <p>Increase the percentage of positive endorsement for the AToSS factors:</p> <p>Student voice and agency—67% (2019) to 72% (2022)</p> <p>Stimulated learning—76% (2019) to 79% (2022)</p> <p>Motivation and interest—78% (2019) to 80% (2022)</p> |
| | | <p>By 2025, increase the percentage of positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Teacher communication—79% (2019) to 85% (2025) | <p>Increase the percentage of positive endorsement for POS factors:</p> <p>Teacher communication—79% (2019) to 81% (2022)</p> <p>Student voice and agency—85% (2019)</p> |

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| | | <ul style="list-style-type: none"> • Student voice and agency—85% (2019) to 90% (2025) • Student motivation and support—82% (2019) to 90% (2025) | <p>to 87% (2022) Student motivation and support—82% (2019) to 84% (2022)</p> |
| Improve students' sense of wellbeing. | Yes | <p>By 2025, increase the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness—78% (2019) to 85% (2025) • Resilience—80% (2019) to 85% (2025) • Sense of inclusion—88% (2019) to 95% (2025) • Teacher concern—77% (2019) to 85% (2025) | <p>Sense of connectedness—78% (2019) to 80% (2022) Resilience—80% (2019) to 81% (2022) Sense of inclusion—88% (2019) to 90% (2022) Teacher concern—77% (2019) to 80% (2022)</p> |
| | | <p>By 2025, increase the percentage of positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Respect for diversity—89% (2019) to 95% (2025) • Confidence & resiliency skills—93% (2019) to 95% (2025) | <p>Respect for diversity—89% (2019) to 91% (2022) Confidence & resiliency skills—93% (2019) to 94% (2022)</p> |
| | | <p>By 2025, decrease the percentage of students with 20 or more days of absence annually:</p> <ul style="list-style-type: none"> • 25% (2019) to 20% (2025) | <p>Decrease the percentage of students with 20 or more days of absence annually: 25% (2019) to 23% (2022)</p> |

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| <p>Goal 1</p> | <p>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.</p> |
| <p>12 Month Target 1.1</p> | <p>1. In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2022. Three tutors will be employed for the year, with each tutor tagged to a sub school. Through our collaborative processes, it has been agreed that the TLI will only focus on Reading (given how central reading is to all curriculum areas). In February, every student from F-6 will undertake a DIBELS assessment. Students identified as being well below goal in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT.) The school is aiming for 60 students to participate in the TLI in Semester 1 and Semester 2. The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester.</p> <p>2. Whilst the school has extensive goals/target & actions for Literacy (as described in goal 2), a strong numeracy focus in semester one will aim to target the area of problem solving. A staff training day in Term 2, will focus solely on the scaffolded development of problem solving in Numeracy. Given the school's strong numeracy data, we aim to maintain achievement levels at or above similar schools.</p> <p>3. A strong Wellbeing focus has been planned for 2022 to further support students who have been impacted by the pandemic. Goal 4 outlines targets and actions to further support student Wellbeing. Key targets relate to survey data and absence data: We aim to increase the percentage of positive endorsement for the AToSS variables: Sense of connectedness—78% (2019) to 80% (2022) Resilience—80% (2019) to 81% (2022) Sense of inclusion—88% (2019) to 90% (2022) Teacher concern—77% (2019) to 80% (2022) We aim to also increase the percentage of positive endorsement for POS factors: Respect for diversity—89% (2019) to 91% (2022) Confidence & resiliency skills—93% (2019) to 94% (2022)</p> |

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| | We finally aim to decrease the percentage of students with 20 or more days of absence annually from 25% (2019) to 23% (2022) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | |
| Goal 2 | Improve student achievement and learning growth in Literacy. | |
| 12 Month Target 2.1 | Increase the percentage of Year 5 students making above NAPLAN benchmark growth: Reading—31% (2021) to 32% (2022) Writing—27% (2021) to 28%(2022) Spelling—24% (2021) maintain in 2022 | |
| 12 Month Target 2.2 | Decrease the percentage of Year 5 students making below NAPLAN benchmark growth: Reading—22% (2021) to 20% (2022) Writing—22% (2021) to 20% (2022) Spelling—24% (2021) maintain in 2022 | |
| 12 Month Target 2.3 | Increase the percentage of students in the top two NAPLAN bands: Year 3: Reading - 77% (2021) to 78% (2022) | |

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| | <p>Writing - 72% (2021) to 73% (2022)</p> <p>Spelling - 58% (2021) maintain in 2022</p> <p>Year 5</p> <p>Reading - 58% (2021) to 59% (2022)</p> <p>Writing - 30% (2021) to 31% (2022)</p> <p>Spelling - 41% (2021) maintain in 2022</p> | |
| 12 Month Target 2.4 | <p>increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <p>Reading and Viewing—10.5% (Semester 2, 2020) to 15% or above (Semester 2, 2022)</p> <p>Speaking and Listening—6.3% (Semester 2, 2020) to 10% or above (Semester 2, 2022)</p> <p>Writing—8.8% (Semester 2, 2020) to 15% or above (Semester 2, 2022)</p> | |
| 12 Month Target 2.5 | <p>Increase the percentage of positive endorsement for SSS factors:</p> <p>Guaranteed and viable curriculum—55% (2019) to 60% (2022)</p> <p>Teacher collaboration—40% (2019) to 50% (2022)</p> <p>Understand how to analyse data—62% (2019) to 70% (2022)</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Instructional and shared leadership | Implement whole school leadership that supports high quality learning outcomes for students. | Yes |
| KIS 2 Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. | Yes |

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| KIS 3 Evaluating impact on learning | Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students. | 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. | <p>Due to the extended time frame for our school review, several strategies relating to this goal began in 2021. The school would like to maintain the momentum in these areas in 2022.</p> <p>After the introduction of the 6+1 Traits last year, a deeper focus on implementation of the traits will unfold in 2022. Further to this focus on Writing, the school would like a core group of staff to undertake extensive training in the 'Sounds Write' program in order to facilitate a review of the school's Spelling program.</p> <p>A common assessment tool for Reading was introduced in 2021 (DIBELS). The school aims to embed DIBELS throughout 2022. The school also aims to explore common assessment tools for Spelling in 2022.</p> <p>The introduction of a 'Literacy Planner' will aim to streamline teacher planning in all areas of literacy.</p> <p>Targeted PL to support PLT leaders in their roles (Janine Stratford).</p> | |
| Goal 3 | Improve students' engagement in their learning. | |
| 12 Month Target 3.1 | Use student feedback to improve practice—62% (2019) to 65% (2022) Knowledge of high impact teaching strategies—48% (2019) to 55% (2022) | |
| 12 Month Target 3.2 | Increase the percentage of positive endorsement for the AToSS factors: Student voice and agency—67% (2019) to 72% (2022) Stimulated learning—76% (2019) to 79% (2022) Motivation and interest—78% (2019) to 80% (2022) | |
| 12 Month Target 3.3 | Increase the percentage of positive endorsement for POS factors: Teacher communication—79% (2019) to 81% (2022) Student voice and agency—85% (2019) to 87% (2022) Student motivation and support—82% (2019) to 84% (2022) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Strengthen student voice and agency in their learning. | Yes |

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| KIS 2 Intellectual engagement and self-awareness | Enable and extend students to be engaged and motivated learners. | Yes |
| KIS 3 Parents and carers as partners | Strengthen learning partnerships between home and school. | 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. | All staff to undertake PL on DET resources such as 'Amplify' to facilitate agreed understandings of student voice and agency. Use this as the catalyst to review the school's goal setting practices. Inquiry learning processes to strengthen collaborative learning in each classroom. Parent information evenings in Literacy & Numeracy to strengthen the home/school learning partnership. The school will aim to better utilise 'social media' to further promote student achievement, learning programs and the vast range of extra curricula activities undertaken by students. | |
| Goal 4 | Improve students' sense of wellbeing. | |
| 12 Month Target 4.1 | Sense of connectedness—78% (2019) to 80% (2022) Resilience—80% (2019) to 81% (2022) Sense of inclusion—88% (2019) to 90% (2022) Teacher concern—77% (2019) to 80% (2022) | |
| 12 Month Target 4.2 | Respect for diversity—89% (2019) to 91% (2022) Confidence & resiliency skills—93% (2019) to 94% (2022) | |
| 12 Month Target 4.3 | Decrease the percentage of students with 20 or more days of absence annually: 25% (2019) to 23% (2022) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Health and wellbeing | Develop and implement a school-wide approach to wellbeing. | Yes |

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| KIS 2 Health and wellbeing | Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers. | Yes |
| KIS 3 Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. | 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. | Comprehensive Wellbeing Planners to be embedded across the school to facilitate a weekly Wellbeing focus in every class. This to include extensive use of the 4R curriculum. Flowcharts to be developed to document the school's Wellbeing practices. Improve the school's focus on cultural/gender identity to deepen the school's inclusion practices. The careful selection of inclusive mentor texts will be a key focus. Develop consistent practices across the members of the SIT team for documenting Wellbeing matters using Compass (chronicles). | |

Define Actions, Outcomes and Activities

| | |
|-----------------------------------|--|
| <p>Goal 1</p> | <p>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.</p> |
| <p>12 Month Target 1.1</p> | <p>1. In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2022. Three tutors will be employed for the year, with each tutor tagged to a sub school. Through our collaborative processes, it has been agreed that the TLI will only focus on Reading (given how central reading is to all curriculum areas). In February, every student from F-6 will undertake a DIBELS assessment. Students identified as being well below goal in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT.) The school is aiming for 60 students to participate in the TLI in Semester 1 and Semester 2. The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester.</p> <p>2. Whilst the school has extensive goals/target & actions for Literacy (as described in goal 2), a strong numeracy focus in semester one will aim to target the area of problem solving. A staff training day in Term 2, will focus solely on the scaffolded development of problem solving in Numeracy. Given the school's strong numeracy data, we aim to maintain achievement levels at or above similar schools.</p> <p>3. A strong Wellbeing focus has been planned for 2022 to further support students who have been impacted by the pandemic. Goal 4 outlines targets and actions to further support student Wellbeing. Key targets relate to survey data and absence data: We aim to increase the percentage of positive endorsement for the AToSS variables: Sense of connectedness—78% (2019) to 80% (2022) Resilience—80% (2019) to 81% (2022) Sense of inclusion—88% (2019) to 90% (2022) Teacher concern—77% (2019) to 80% (2022) We aim to also increase the percentage of positive endorsement for POS factors: Respect for diversity—89% (2019) to 91% (2022)</p> |

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| | Confidence & resiliency skills—93% (2019) to 94% (2022) We finally aim to decrease the percentage of students with 20 or more days of absence annually from 25% (2019) to 23% (2022) | | | |
| 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 | Literacy Project Team to work closely with the school's three tutors to analyse data, select participating students and guide small group intervention. Michael Minas (consultant) will lead a full staff training day program on the are of problem solving in numeracy. | | | |
| Outcomes | Accelerated learning gain for all students participating in the TLI. PLT planners to demonstrate an enhanced focus on problem solving - clearly utilising strategies from the staff training day. | | | |
| Success Indicators | Learning catch up demonstrated by 75% of tutor participants making twelve months reading gain in 6 months. Teacher anecdotal observations highlight students utilising a broader range of problem solving strategies during numeracy sessions. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Three Tutors to facilitate several tutor sessions each week in reading throughout 2022. Staff Training Day (Friday 20th May) focussed on 'Problem Solving' in numeracy. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | 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 | See Goal 4 below. | | | |
| Outcomes | See Goal 4 below. | | | |
| Success Indicators | See Goal 4 below. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| See KIS 4a, 4b and 4c | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Improve student achievement and learning growth in Literacy. | | | |
| 12 Month Target 2.1 | Increase the percentage of Year 5 students making above NAPLAN benchmark growth: Reading—31% (2021) to 32% (2022) | | | |

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| | <p>Writing—27% (2021) to 28%(2022) Spelling—24% (2021) maintain in 2022</p> |
| 12 Month Target 2.2 | <p>Decrease the percentage of Year 5 students making below NAPLAN benchmark growth: Reading—22% (2021) to 20% (2022) Writing—22% (2021) to 20% (2022) Spelling—24% (2021) maintain in 2022</p> |
| 12 Month Target 2.3 | <p>Increase the percentage of students in the top two NAPLAN bands: Year 3: Reading - 77% (2021) to 78% (2022) Writing - 72% (2021) to 73% (2022) Spelling - 58% (2021) maintain in 2022 Year 5 Reading - 58% (2021) to 59% (2022) Writing - 30% (2021) to 31% (2022) Spelling - 41% (2021) maintain in 2022</p> |
| 12 Month Target 2.4 | <p>increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum: Reading and Viewing—10.5% (Semester 2, 2020) to 15% or above (Semester 2, 2022) Speaking and Listening—6.3% (Semester 2, 2020) to 10% or above (Semester 2, 2022) Writing—8.8% (Semester 2, 2020) to 15% or above (Semester 2, 2022)</p> |
| 12 Month Target 2.5 | <p>Increase the percentage of positive endorsement for SSS factors: Guaranteed and viable curriculum—55% (2019) to 60% (2022) Teacher collaboration—40% (2019) to 50% (2022) Understand how to analyse data—62% (2019) to 70% (2022)</p> |

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| KIS 1 Instructional and shared leadership | Implement whole school leadership that supports high quality learning outcomes for students. | | | |
| Actions | Targeted PL to support PLT leaders in their roles (facilitated by consultant, Janine Stratford). | | | |
| Outcomes | Strong collaborative planning and decision making practices evident in all PLT's. | | | |
| Success Indicators | Improved Staff Survey results relating to the variables: guaranteed and viable curriculum, teacher collaboration and understanding of how to utilise data. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| 'Having Difficult Conversations' will be the semester one PL focus for PLT leaders. Semester 2 focus is TBC. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> PLT Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. | | | |
| Actions | After the introduction of the 6+1 Traits last year, a deeper focus on implementation of the traits will unfold in 2022. Further to this focus on Writing, the school would like a core group of staff to undertake extensive training in the 'Sounds Write' program in order to facilitate a review of the school's Spelling program. | | | |

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| | A common assessment tool for Reading was introduced in 2021 (DIBELS). The school aims to embed DIBELS throughout 2022. The school also aims to explore common assessment tools for Spelling in 2022. The introduction of a 'Literacy Planner' will aim to streamline teacher planning in all areas of literacy. | | | |
| Outcomes | Improved instructional practice in writing and spelling. Consistent assessments practices utilised across the school in Reading, Writing & Spelling. | | | |
| Success Indicators | Improved student achievement data in Literacy as measured through NAPLAN and teacher judgement targets above. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Ten selected staff to complete the Sounds Write program during Term 1. Narissa Leung to be engaged as the school's critical friend to support the next implementation stage of the 6+1 Traits. All classroom teachers to utilise DIBELS for whole school assessments at the start of the school year, mid-year and end of year. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 3 | Improve students' engagement in their learning. | | | |
| 12 Month Target 3.1 | Use student feedback to improve practice—62% (2019) to 65% (2022) Knowledge of high impact teaching strategies—48% (2019) to 55% (2022) | | | |
| 12 Month Target 3.2 | Increase the percentage of positive endorsement for the AToSS factors: Student voice and agency—67% (2019) to 72% (2022) Stimulated learning—76% (2019) to 79% (2022) Motivation and interest—78% (2019) to 80% (2022) | | | |

| 12 Month Target 3.3 | Increase the percentage of positive endorsement for POS factors: Teacher communication—79% (2019) to 81% (2022) Student voice and agency—85% (2019) to 87% (2022) Student motivation and support—82% (2019) to 84% (2022) | | | |
|--|--|--|----------------------------------|---|
| KIS 1 Empowering students and building school pride | Strengthen student voice and agency in their learning. | | | |
| Actions | Undertake whole staff professional learning in 2022 to develop agreed and common understandings of student voice and student agency. Designate staff representatives to participate in the network 'Student Voice & Agency' Community of Practice (Co - op) Undertake schools visitations to explore best practice. Trial the 'Verso' program in Years 4,5 & 6 during semester 2. | | | |
| Outcomes | Staff all familiar with the 'Amplify' document and can articulate agreed understandings of student voice & agency. A repertoire of best practice strategies used by other schools is developed. Structured student feedback (through Verso) to facilitate student voice in regards to their learning. | | | |
| Success Indicators | Students more engaged in their learning as a result of improved feedback mechanisms and greater voice & agency in their learning. AToSS data to verify improvements. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Staff Workshop - Student Voice & Agency (Monday 28th February). Further workshops to be facilitated throughout the year. Registration with Verso platform. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| KIS 2 Intellectual engagement and self-awareness | Enable and extend students to be engaged and motivated learners. | | | |
| Actions | <p>Forge consistent student goal setting practices across the school F - 6.</p> <p>Develop a new template for Individual Education Plans and generate agreed protocols for the use of IEP's.</p> <p>Inquiry Learning to support heightened collaborative learning opportunities for students.</p> | | | |
| Outcomes | <p>Students become increasingly skilled at setting SMART goals.</p> <p>Three new IEP templates to be developed; 1 Students working 6 - 12 months below expected levels 2 Students working 12 - 18 months above expected levels 2 Students with additional needs</p> | | | |
| Success Indicators | Students demonstrate greater motivation and engagement towards their learning (particularly after the last two years of disrupted learning). AToSS and POS data to confirm. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>New IEP documents developed and agreed protocols for their use in place.</p> <p>Student goal setting protocols documented for students in F, 1-2, 3-4 and 5-6.</p> | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 3 Parents and carers as partners | Strengthen learning partnerships between home and school. | | | |
| Actions | <p>Class Rep Program to be embedded for 2022.</p> <p>Community Calendar of events to implemented/promoted.</p> <p>School Web-site to be redeveloped.</p> | | | |
| Outcomes | <p>Home/school partnerships strengthened around the school's learning platforms and parents demonstrate higher levels of participation in school events.</p> <p>A more pro-active promotional platform to be forged by the school with more streamlined enrolment processes.</p> | | | |
| Success Indicators | <p>Parents more actively involved in all facets of the school. POS data to confirm improvements.</p> <p>Positive student enrolment trajectory established.</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| School Council to endorse a new website structure and promotional strategy for the school. | <input checked="" type="checkbox"/> Administration Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 4 | Improve students' sense of wellbeing. | | | |
| 12 Month Target 4.1 | Sense of connectedness—78% (2019) to 80% (2022) Resilience—80% (2019) to 81% (2022) Sense of inclusion—88% (2019) to 90% (2022) Teacher concern—77% (2019) to 80% (2022) | | | |
| 12 Month Target 4.2 | Respect for diversity—89% (2019) to 91% (2022) Confidence & resiliency skills—93% (2019) to 94% (2022) | | | |
| 12 Month Target 4.3 | Decrease the percentage of students with 20 or more days of absence annually: 25% (2019) to 23% (2022) | | | |
| KIS 1 Health and wellbeing | Develop and implement a school-wide approach to wellbeing. | | | |
| Actions | Revamped 'Start Up' program implemented for all year levels. Wellbeing Scope & Sequence Planners embedded for all Year levels. Planners to incorporate: SWPBS, 4R Curriculum, Cybersafety, Social Thinking | | | |
| Outcomes | All year levels to implement a weekly Wellbeing focus in each classroom. Compass Chronicles extended to all members of the School Improvement Team - with agreed protocols for documenting student behaviours. | | | |
| Success Indicators | Students display positive interaction in the classroom and playground, demonstrating support of the school's values. AToSS & POS data to reflect improved levels of wellbeing. | | | |

| | Improved student attendance data. | | | |
|---|--|---------------------------------------|----------------------------------|--|
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Wellbeing Scope & Sequence Planners documented and finalised for all year levels. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Health and wellbeing | Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers. | | | |
| Actions | Re-introduce a school wide buddy program. Teachers across F-6 to utilise the token system in each classroom and in the playground. Leadership programs in Years 5 & 6 to be revamped. Zones of Regulation & Restorative Practices refresher PL for all staff. | | | |
| Outcomes | Students demonstrate improved/broader levels of connectedness within their own cohorts and across year levels. Teachers utilising a broader suite of strategies to support positive relationships between students. | | | |

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| Success Indicators | <p>A reduction in Compass Chronicles and referrals to the Wellbeing Committee.</p> <p>AToSS and POS survey data demonstrate improve resilience levels & social skills in students.</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Staff professional learning programs maintain a wellbeing focus throughout the year with workshops focusing on the Zones of Regulation and the use of Restorative Practices.</p> <p>Students in Years 5 & 6 participate in structured leadership programs.</p> <p>Bubby programs to be re-introduced during terms 2,3 & 4.</p> | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| KIS 3 Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. | | | |
| Actions | <p>4R curriculum to foster deeper understandings of gender identity for students.</p> <p>Newly purchased mentor texts to reflect high levels of inclusion.</p> <p>School Calendar of Events to include a broader focus on different cultures.</p> | | | |
| Outcomes | Students demonstrate improved levels of respect and acceptance of all identities and cultures. | | | |

| Success Indicators | Related AToSS variables demonstrate higher levels of endorsement. Improved student attendance data. | | | |
|--|--|--|----------------------------------|--|
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Teachers undertake further professional learning around the Respectful Relations program, specifically focusing on gender identity.</p> <p>New banks of mentor texts purchased for each year level.</p> <p>A more culturally inclusive Calendar of Events to be documented and implemented.</p> | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$20,065.00 | \$20,065.00 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$20,065.00 | \$20,065.00 | \$0.00 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Ten selected staff to complete the Sounds Write program during Term 1. Narissa Leung to be engaged as the school's critical friend to support the next implementation stage of the 6+1 Traits. All classroom teachers to utilise DIBELS for whole school assessments at the start of the school year, mid-year and end of year. | \$15,000.00 |
| Teachers undertake further professional learning around the Respectful Relations program, specifically focusing on gender identity. New banks of mentor texts purchased for each year level. A more culturally inclusive Calendar of Events to be documented and implemented. | \$10,000.00 |
| Totals | \$25,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Ten selected staff to complete the Sounds Write program during Term 1. Narissa Leung to be engaged as the school's critical friend to support the next implementation stage of the 6+1 Traits. All classroom teachers to utilise DIBELS for whole school assessments at the start of the school year, mid-year and end of year. | from: Term 1 to: Term 4 | \$9,943.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Teachers undertake further professional learning around the Respectful Relations program, specifically focusing on gender identity. New banks of mentor texts purchased for each year level. A more culturally inclusive Calendar of Events to be documented and implemented. | from: Term 1 to: Term 4 | \$10,122.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$20,065.00 | |

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 |
|---|---|----------------------------|---|--|--|---|
| 'Having Difficult Conversations' will be the semester one PL focus for PLT leaders. Semester 2 focus is TBC. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> PLT Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Janine Stratford | <input checked="" type="checkbox"/> On-site |
| Ten selected staff to complete the Sounds Write program during Term 1. Narissa Leung to be engaged as the school's critical friend to support the next implementation stage of the 6+1 Traits. All classroom teachers to utilise DIBELS for whole school assessments at the start of the school year, mid-year and end of year. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Narissa Leung - 6+1 Traits Sounds Write PL | <input checked="" type="checkbox"/> On-site |
| Staff Workshop - Student Voice & Agency (Monday 28th February). Further workshops to be facilitated throughout the year. Registration with Verso platform. | <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Colin Wood - Verso | <input checked="" type="checkbox"/> On-site |

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| <p>Teachers undertake further professional learning around the Respectful Relations program, specifically focusing on gender identity. New banks of mentor texts purchased for each year level. A more culturally inclusive Calendar of Events to be documented and implemented.</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p>from: Term 1 to: Term 4</p> | <p><input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback</p> | <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p> | <p><input checked="" type="checkbox"/> Internal staff</p> | <p><input checked="" type="checkbox"/> On-site</p> |
|--|--|--|---|--|---|--|