

2022 Annual Implementation Plan

for improving student outcomes

Strathmore North Primary School (4821)



Submitted for review by Nicole Dimarco (School Principal) on 01 December, 2021 at 10:51 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 14 February, 2022 at 03:07 PM

Endorsed by Ben Starick (School Council President) on 14 February, 2022 at 04:35 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	<p>Key focus areas for Professional Learning in 2022 will be a continued focus Student Wellbeing through the embedding of a whole school approach to social-emotional learning or belonging and engagement - The Resilience Project and Respectful Relationships. The new 'SNPS Student Engagement and Wellbeing' booklet will be launched and unpacked with staff.</p> <p>We have two graduates in the DET Graduate Pilot program and nine new teachers. This number of new staff will require considerable induction, transition and mentoring.</p>
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	<p>In 2022 the curriculum maps continue to be a key up to date tool for planning, moderation, reporting, goal setting and feedback for staff, students and families. The SNPS English Maps needed to be finished and the SNPS Maths Maps need to continue to be embedded in practice. Our whole staff curriculum focus will be English and the creation of the English Maps.</p> <p>We continue to focus on high quality teacher instruction through the application of High Impact Teaching Strategies (HITS) as we have identified in our school review that we need to continue to go deeper into this work to support, embed and challenge teacher practices. Observations, teacher feedback and reflection showed that staff have an understanding of HITS but we need to continue this work for greater consistency across the school. In 2022, we will focus on goal setting and feedback as well as differentiated teaching. The goal setting and feedback focus will guide our whole school professional learning with teachers about regular, explicit small group instruction and the creation of effective and timely goals as part of actions for the 2022 Priority goal set by the Department for all schools.</p>
<p>Considerations for 2022</p>	<p>Close monitoring of available student wellbeing and attendance data sets. DET Graduate Pilot program - budgeting, timetabling and expertise. Capital Works - anticipated disruptions due to the staged work which will require class relocations across the year.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Improve English and Mathematics outcomes for all students.</p>
Target 2.1	<p>Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.</p>
Target 2.2	<p>Increase the percentage of students assessed above expected level in Teacher Judgements in:</p> <ul style="list-style-type: none"> • Reading from 57% to 62%

	<ul style="list-style-type: none"> • Writing from 48% to 53% • Number from 42% to 47%
Target 2.3	<p>Increase the percentage of students achieving in the top two NAPLAN bands for Year 5:</p> <ul style="list-style-type: none"> • Reading from 65% to 69% • Writing from 33% to 37% • Numeracy from 55% to 59%
Target 2.4	<p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • Reading from 43% to 47% • Writing from 27% to 31% • Numeracy from 41% to 45%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build all teachers' knowledge of precision in pedagogical practices for English and Mathematics.
Key Improvement Strategy 2.b Curriculum planning and assessment	Review and develop curriculum maps for English and Mathematics.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed the high performing Professional Learning Communities approach with individual and collective accountability for improving student-learning outcomes.

Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Refine and improve teachers' capability in data literacy to implement consistent formal and informal assessment practices to determine students point of need and plan effective differentiated programs to challenge all students.
Key Improvement Strategy 2.e Parents and carers as partners	Develop a strategy to build parent engagement in student learning and effective home/school partnerships.
Goal 3	To improve student voice and agency in learning.
Target 3.1	Increase the percentage of positive responses in the Student Attitudes to School Survey: <ul style="list-style-type: none"> • Student Voice and Agency factor from 92% (2019) to 96%
Target 3.2	Increase the percentage of positive responses in the Parent Opinion Survey: <ul style="list-style-type: none"> • Student Agency and Voice factor from 83% (2018) to 87%
Target 3.3	Increase the Staff Opinion Survey: whole school component mean scores in the teaching and learning modules in: <ul style="list-style-type: none"> • Use student feedback to improve practice (evaluation) from 79% (2018) to 83% • Seek feedback to improve practice (practice improvement) from 83% (2018) to 87%
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build a shared understanding of student voice and agency in learning.
Key Improvement Strategy 3.b	Embed opportunities for students to direct and take responsibility for their learning.

Empowering students and building school pride	
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build high quality teacher instruction through effective application of the High Impact Teaching Strategies (HITS) – goal setting, questioning, feedback, collaborative learning and differentiated teaching.
Key Improvement Strategy 3.d Empowering students and building school pride	Embed a culture of feedback and reflection for continual improvement.
Goal 4	Improve students' intellectual engagement and self-awareness.
Target 4.1	Increase the percentage of positive responses in the Student Attitudes to School Survey: <ul style="list-style-type: none"> • Stimulating Learning factor from 93% (2019) to 95% • Resilience factor from 92% (2019) to 95%
Target 4.2	Increase the whole school percentage of positive endorsement in the Staff Opinion Survey, Teaching and Learning module in: <ul style="list-style-type: none"> • Support growth and learning of whole child from 86% (2018) to 90% • Focused learning on real life problems from 79% (2018) to 82%
Target 4.3	Increase the percentage of positive responses in the Parent Opinion Survey: <ul style="list-style-type: none"> • Confidence and Resiliency Skills from 84% (2018) to 88% • Stimulating Learning Environment factor from 86% (2018) to 90%

Target 4.4	Increase the percentage of students assessed above the expected level in Teacher Judgements in the Personal and Social Capabilities from 27% (2018) to 32%.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Build teacher capacity to understand, integrate and embed the Victorian Curriculum capabilities.
Key Improvement Strategy 4.b Health and wellbeing	Develop high quality, innovative and engaging learning strategies and content that embed the capabilities in Science, Technologies, Health and Physical Education, Humanities, Languages and the Arts.
Key Improvement Strategy 4.c Health and wellbeing	Embed a cohesive and consistent approach to building students' social and emotional health.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> - See Goal 2 Targets for student achievement - Each small targeted group will have documented learning goal/s, for an approx 5 week cycle, which will be their specific target. - Student achievement will be monitored by pre and post intervention/ extension data applicable for each targeted group <p>Wellbeing Targets</p> <p>Increase the percentage of positive responses in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> -Stimulating Learning factor from 93% (2019) to 94% -Resilience factor from 92% (2019) to 94% <p>Increase the percentage of positive responses in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> -Confidence and Resiliency Skills from 84% (2018) to 87% -Stimulating Learning Environment factor from 86% (2018) to 89%

Improve English and Mathematics outcomes for all students.	Yes	Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.	Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.
		<p>Increase the percentage of students assessed above expected level in Teacher Judgements in:</p> <ul style="list-style-type: none"> • Reading from 57% to 62% • Writing from 48% to 53% • Number from 42% to 47% 	<p>Increase the percentage of students assessed above expected level in Teacher Judgements in:</p> <ul style="list-style-type: none"> - Reading from 57% to 60% - Writing from 48% to 51% - Number from 42% to 45%
		<p>Increase the percentage of students achieving in the top two NAPLAN bands for Year 5:</p> <ul style="list-style-type: none"> • Reading from 65% to 69% • Writing from 33% to 37% • Numeracy from 55% to 59% 	<p>Increase the percentage of students achieving in the top two NAPLAN bands for Year 5:</p> <ul style="list-style-type: none"> - Reading from 65% to 69% - Writing from 33% to 37% - Numeracy from 55% to 59%
		<p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> • Reading from 43% to 47% 	<p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:</p> <ul style="list-style-type: none"> - Reading from 43% to 46%

		<ul style="list-style-type: none"> • Writing from 27% to 31% • Numeracy from 41% to 45% 	<ul style="list-style-type: none"> - Writing from 27% to 30% - Numeracy from 41% to 44%
To improve student voice and agency in learning.	No	<p>Increase the percentage of positive responses in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Voice and Agency factor from 92% (2019) to 96% 	
		<p>Increase the percentage of positive responses in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student Agency and Voice factor from 83% (2018) to 87% 	
		<p>Increase the Staff Opinion Survey: whole school component mean scores in the teaching and learning modules in:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice (evaluation) from 79% (2018) to 83% • Seek feedback to improve practice (practice improvement) from 83% (2018) to 87% 	
Improve students' intellectual engagement and self-awareness.	No	<p>Increase the percentage of positive responses in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Stimulating Learning factor from 93% (2019) to 95% 	

		<ul style="list-style-type: none"> • Resilience factor from 92% (2019) to 95% 	
		<p>Increase the whole school percentage of positive endorsement in the Staff Opinion Survey, Teaching and Learning module in:</p> <ul style="list-style-type: none"> • Support growth and learning of whole child from 86% (2018) to 90% • Focused learning on real life problems from 79% (2018) to 82% 	
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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</p>
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	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	<p>Learning Targets</p> <ul style="list-style-type: none"> - See Goal 2 Targets for student achievement - Each small targeted group will have documented learning goal/s, for an approx 5 week cycle, which will be their specific target. - Student achievement will be monitored by pre and post intervention/ extension data applicable for each targeted group <p>Wellbeing Targets</p> <p>Increase the percentage of positive responses in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> -Stimulating Learning factor from 93% (2019) to 94% -Resilience factor from 92% (2019) to 94% <p>Increase the percentage of positive responses in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> -Confidence and Resiliency Skills from 84% (2018) to 87% -Stimulating Learning Environment factor from 86% (2018) to 89% 	
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 English and Mathematics outcomes for all students.	

12 Month Target 2.1	Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.	
12 Month Target 2.2	Increase the percentage of students assessed above expected level in Teacher Judgements in: - Reading from 57% to 60% - Writing from 48% to 51% - Number from 42% to 45%	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build all teachers' knowledge of precision in pedagogical practices for English and Mathematics.	Yes
KIS 2 Curriculum planning and assessment	Review and develop curriculum maps for English and Mathematics.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed the high performing Professional Learning Communities approach with individual and collective accountability for improving student-learning outcomes.	No
KIS 4 Evidence-based high-impact teaching strategies	Refine and improve teachers' capability in data literacy to implement consistent formal and informal assessment practices to determine students point of need and plan effective differentiated programs to challenge all students.	No

KIS 5 Parents and carers as partners	Develop a strategy to build parent engagement in student learning and effective home/school partnerships.	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.	We are planning to continue our English focus in 2022 with a major strategy of documenting and working on further developing 'English Maps', embedding scaffolding literacy cycles and the transfer of these structures into student's independent reading and writing as well as developing instructional practices when teaching reading. We will also introduce a focus on Mathematics instructional practices that focus on differentiation and explicit teaching at point of need. We will continue to build the skills of our middle level leaders to run effective Professional Learning Communities, that are the key driving force, for outstanding curriculum knowledge, instruction and assessment practices through Bronwyn Ryrie Jones' Responsive Teaching Leadership Program.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Learning Targets - See Goal 2 Targets for student achievement - Each small targeted group will have documented learning goal/s, for an approx 5 week cycle, which will be their specific target. - Student achievement will be monitored by pre and post intervention/ extension data applicable for each targeted group Wellbeing Targets Increase the percentage of positive responses in the Student Attitudes to School Survey: -Stimulating Learning factor from 93% (2019) to 94% -Resilience factor from 92% (2019) to 94% Increase the percentage of positive responses in the Parent Opinion Survey: -Confidence and Resiliency Skills from 84% (2018) to 87% -Stimulating Learning Environment factor from 86% (2018) to 89%
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	- Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs - Develop a multi-tiered response to meet students' individual learning needs
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs

	Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
Success Indicators	Curriculum documentation will show plans and implementation of differentiated instruction Formative and summative assessments will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed Victorian Curriculum teacher judgments in English and Maths will be used to measure target achievement Each small targeted group will have documented learning goal/s, for each learning cycle, which will be their specific target The PLC cycle will be used as part of a planning and assessment teaching cycle			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement the school's effective Professional Learning Communities PLC approach as part of a planning and assessment teaching cycle that are the key driving force, for outstanding curriculum, instruction and assessment practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
Build the skills of our middle level leaders to run effective PLCs, through Bronwyn Ryrie Jones' Responsive Teaching Leadership Program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,067.00 <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
Tutor will engage small targeted group with documented learning goal/s for an approx 5 week cycle and will include Extending Mathematical Understanding groups and Levelled Literacy Intervention groups.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,689.70 <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
Maths leader and tutor will complete the Extending Mathematical Understanding specialist training to support all staff and students in planning for effective mathematical differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,800.00 <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
Engage selected students in the High Abilities Initiative to extend and challenge them in Literacy and Maths.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	- Establish a multi-tiered response to support students' wellbeing through implementing practices outlined in the SNPS Student Engagement and Wellbeing Booklet at leadership, teacher and student levels - Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain where they can seek support at school Students will be able to explain what positive mental health means and report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas particularly utilising Resilience Project and Respectful Relationships programs Teachers will identify at risk students who will then receive targeted support in a timely manner Leaders will support the continuous development, documentation and revision of whole school wellbeing practices and processes Leaders will use available wellbeing data sets to track and monitor student wellbeing and engagement at a whole school, cohort and individual level			
Success Indicators	Policies and programs will show documentation of a multi-tiered response model Curriculum documentation will show plans and implementation of social and emotional learning through the Resilience Project and			

	<p>Respectful Relationships Student support resources displayed around the school will show how students can seek support Tier 2 and 3 wellbeing supports and interventions coordinated by our Leading Teacher: Student Wellbeing with support from network Student Support Officers (SSOs) and other appropriate agencies as needed Victorian Curriculum teacher judgments in Personal and Social capability will be used to measure target achievement Resilience Youth Survey results and wellbeing data collected in the Compass management system will be used to identify students and cohorts who need targeted support. 'Student Attitude to School Survey' data, absence data and the 'Wellbeing Supplementary Report' will be used to support the tracking and monitoring of student wellbeing trends at the school and cohort level</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>The Resilience Project will be implemented to support staff, student and community mental wellbeing through their classroom resources, staff and student presentations and a live community presentation webinar.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,884.40</p> <ul style="list-style-type: none"> <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
<p>Implement the multi-tiered response to support students' wellbeing through implementing practices, programs and procedures outlined in the SNPS Student Engagement and Wellbeing Booklet at leadership, teacher and student levels</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Continue to embed the Respectful Relationships program throughout the school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Investigate the DET Mental Health Fund for implementation in 2023.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 3 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

Goal 2	Improve English and Mathematics outcomes for all students.
12 Month Target 2.1	Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.
12 Month Target 2.2	Increase the percentage of students assessed above expected level in Teacher Judgements in: - Reading from 57% to 60% - Writing from 48% to 51% - Number from 42% to 45%
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12 Month Target 2.4	Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in: - Reading from 43% to 46% - Writing from 27% to 30% - Numeracy from 41% to 44%
KIS 1 Evidence-based high-impact teaching strategies	Build all teachers' knowledge of precision in pedagogical practices for English and Mathematics.
Actions	Further develop and extend teacher's knowledge and ability to differentiate their teaching in English and Maths Support staff to ensure goal setting and feedback is visible and embedded in English and Maths
Outcomes	Students will engage in small group instruction at the point of need informed by the data Teachers will engage in whole staff PL to develop their understandings of HITS with a focus on goal setting and feedback Teachers will adopt the HITS of goal setting and feedback into their daily practices Teachers will utilise the Open and Challenging Maths tasks within their regular planning Leaders will prioritise PLC time within the meeting schedule and timetable Leaders will create time and provide the resources staff need to document and implement the curriculum Leaders will coach in planning, PLC meetings and in the classroom Leaders will provide two sessions in the timetable each week for staff to work in their PLC as well as meeting time after school documented in the meeting schedule

Success Indicators	School Improvement Team and Executive minutes and documentation Journal notes from staff PL sessions and Performance and Development staff discussions with staff journals as a key evidence source Notes from peer coaching; notes from learning walks, year level PLC planning and minutes Work programs, PLC planning and minutes, visible evidence in classroom displays and student work samples Student ability to articulate current goals and use of Maths and English continuums for goal setting			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Promote differentiation in Mathematics through planning and teaching open and challenging Maths tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
Provide professional learning in reading with a focus on staff identifying key curriculum objectives to ensure differentiated instruction as well as building capacity to implement reading instructional practices with fidelity, including the assessment and monitoring of student progress	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
Feedback to students will be provided regularly in English and Maths individually or in small groups through verbal or written means.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<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
Goal setting visible and actioned in classrooms across English and Maths	<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 Curriculum planning and assessment	Review and develop curriculum maps for English and Mathematics.			

Actions	<ul style="list-style-type: none"> - Produce English Curriculum Maps to guide teacher planning and student learning outcomes - Embed the use of the maps in planning and within classrooms to guide goal setting and feedback 			
Outcomes	<p>Leaders will create time and provide the resources staff need to document the curriculum Leaders will coach in planning, PLC meetings and in the classroom to support the use of the maps Leaders will audit and edit the maps to ensure whole school consistency and relevance to Victorian Curriculum Leaders will update the English planner template to support the use of the English Maps Teachers will engage in whole staff PL to develop the English Maps Teachers will use the maps regularly in their classroom for goal setting and feedback Teachers will use them in PLC meetings for planning, moderation and reporting to families Students will be able to use the maps to set achievable goals and to formulate next steps in their learning</p>			
Success Indicators	<p>The curriculum map documentation completed SIT and Executive meeting minutes Work programs and observation notes for small groups and individuals Notes from peer coaching; notes from learning walks, Year level PLC planning and minutes Ability of students to articulate goals and to use Maths and English continuums for goal setting</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop and review curriculum maps for English encompassing Reading, Writing and Speaking and Listening.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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

<p>Utilise the Maths maps in planning to facilitate goal setting and feedback throughout the school.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<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>
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Funding Planner

Summary of Budget and Allocated Funding

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

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor will engage small targeted group with documented learning goal/s for an approx 5 week cycle and will include Extending Mathematical Understanding groups and Levelled Literacy Intervention groups.	\$10,689.70
The Resilience Project will be implemented to support staff, student and community mental wellbeing through their classroom resources, staff and student presentations and a live community presentation webinar.	\$10,884.40
Totals	\$21,574.10

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Tutor will engage small targeted group with documented learning goal/s for an approx 5 week cycle and will include Extending Mathematical Understanding groups and Levelled Literacy Intervention groups.	from: Term 1 to: Term 4		
The Resilience Project will be implemented to support staff, student and community mental wellbeing through their classroom resources, staff and student presentations and a live community presentation webinar.	from: Term 1 to: Term 4		
Totals			

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
Implement the school's effective Professional Learning Communities PLC approach as part of a planning and assessment teaching cycle that are the key driving force, for outstanding curriculum, instruction and assessment practices.	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Learning Specialist(s) ✓ PLC Leaders ✓ Principal ✓ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Learning Specialist ✓ Literacy Leaders ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site
Build the skills of our middle level leaders to run effective PLCs, through Bronwyn Ryrie Jones' Responsive Teaching Leadership Program.	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Learning Specialist(s) ✓ PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs ✓ Individualised Reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ External consultants Bronwyn Ryrie Jones 	<ul style="list-style-type: none"> ✓ On-site
Tutor will engage small targeted group with documented learning goal/s for an approx 5 week cycle and will include Extending Mathematical Understanding groups and Levelled Literacy Intervention groups.	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Education Support ✓ Student(s) ✓ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

Maths leader and tutor will complete the Extending Mathematical Understanding specialist training to support all staff and students in planning for effective mathematical differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Monash University course - Extending Mathematical Understandings	<input checked="" type="checkbox"/> Off-site Monash University
The Resilience Project will be implemented to support staff, student and community mental wellbeing through their classroom resources, staff and student presentations and a live community presentation webinar.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
Promote differentiation in Mathematics through planning and teaching open and challenging Maths tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning in reading with a focus on	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>staff identifying key curriculum objectives to ensure differentiated instruction as well as building capacity to implement reading instructional practices with fidelity, including the assessment and monitoring of student progress</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	
<p>Develop and review curriculum maps for English encompassing Reading, Writing and Speaking and Listening.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site