2022 Annual Implementation Plan

for improving student outcomes

Cambridge Primary School (5312)

Submitted for review by Honey Stirling (School Principal) on 09 May, 2022 at 10:06 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 24 May, 2022 at 06:09 AM
Endorsed by Louie Stefanovski (School Council President) on 15 June, 2022 at 03:32 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	Emerging
	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	Emerging
	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	Emerging
	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	Emerging
	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	Emerging
	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	The pandemic has had a direct impact on the school in terms of implementing the strategic direction of the school. Our focus for 2022 will be to implement the 2021 priorities and goals and review these in a 6 month timeframe and re-set for the remainder of the year. Curriculum, planning and assessment will be monitored closely to ensure learning, catch up and extension priorities are achieved within the given timeframe. Health and wellbeing and building communities will also be monitored to ensure all goals are achieved within the 12 months.

Considerations for 2022	- Provision of differentiated Literacy and Numeracy learning tasks that target the needs of all learners and challenge higher achievers.. - Build leaders and teachers data literacy and capacity to evaluate the impact of teaching practices on student learning. - Strengthening parent/carer involvement in learning catch up activities.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes in Literacy and Numeracy.
Target 2.1	Increase percentage of students showing high relative growth from Year 3 to 5. • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022

Target 2.2	To increase the number of students in the top two bands in Reading, Writing and Numeracy.
	Reading
	• Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.)
	• Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.)
	Writing
	• Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022.
	• Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022.
	Numeracy
	• Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022.
	• Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022.
	• (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)

Target 2.3	By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;
	• teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.
	• teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%

Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
Year 3	57%	8%
Year 5	26%	5%

Target 2.4	By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;
	• Collective efficacy from 69% in 2018 to 81% in 2022.
	• Academic emphasis from 65% in 2018 to 77% in 2022
	• Teacher collaboration from 47% in 2018 to 59% in 2022.

Key Improvement Strategy 2.a Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence–based high impact teaching strategies. (EHITS)
Key Improvement Strategy 2.c Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)
Goal 3	Improve students' engagement in their learning.
Target 3.1	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring; • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022
Target 3.2	By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring; • Parent and community from 75% in 2018 to 87% in 2022
Target 3.3	By the end of 2022, increase the percentage of positive endorsement in the POS by measuring; • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022

	• stimulated learning environment from 73% in 2018 to 85% in 2022
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 10 months of learning. Learning catch up and extension By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in ten months of learning Differentiated instruction By the end of 2022 we will increase the planned differentiated learning activities based on students learning needs from 86% in 2021 to 89% in 2022

			Wellbeing By the end of 2022 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing. By the end of 2022 students individual social and emotional wellbeing will increase from 75% in 2021 to 77% in 2022.
Improve student learning outcomes in Literacy and Numeracy.	Yes	Increase percentage of students showing high relative growth from Year 3 to 5. • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022	After speaking with data coach, Kelly Juriansz, it is difficult to provide this data as the current data now looks at benchmark growth rather than high relative growth. As we are in our final year of implementing the strategic plan, we aim to meet all targets set to complete the 4 year strategic plan.
		To increase the number of students in the top two bands in Reading, Writing and Numeracy. **Reading** • Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is	Reading Increase the number of students in Year 3 in the top two NAPLAN bands to 78%. (This is equivalent to approximately 117 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 55%. (This is equivalent to approximately 63 students.)

		equivalent to approximately 95 students in 2018 and 117 students in 2022.) • Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) **Writing** • Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022. **Numeracy** • Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022. • (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)	Writing Increase the number of students in Year 3 in the top two NAPLAN bands to 63%. (This is equivalent to approximately 77students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 34%. (This is equivalent to approximately 39 students.) Numeracy Increase the number of students in Year 3 in the top two NAPLAN bands to 69%. (This is equivalent to approximately 75 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 48%. (This is equivalent to approximately 54 students.) Increase the participation rate to 100%
		By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing; • teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.	TBA

- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%

Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
Year 3	57%	8%
Year 5	26%	5%

By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;

- Collective efficacy from 69% in 2018 to 81% in 2022.

- Academic emphasis from 65% in 2018 to 77% in 2022

- Teacher collaboration from 47% in 2018 to 59% in 2022.

Collective efficacy increase by 12% to 81%
Academic emphasis increase by 8% to 77%
Teacher collaboration increase by19% to 59%

Improve students' engagement in their learning.	Yes	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring; • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022	Student Voice and agency increase by 15% to 88% Stimulated learning increase by 12% to 97% Learning confidence increase by 14% to 97% Increase participation rate to 91%
		By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring; • Parent and community from 75% in 2018 to 87% in 2022	Parent and community involvement from 59% to 87%
		By the end of 2022, increase the percentage of positive endorsement in the POS by measuring; • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022 • stimulated learning environment from 73% in 2018 to 85% in 2022	Parent participation and involvement from 64% in 2021 to 90% in 2022 Teacher communication from 54% in 2021 to 75% in 2022 Stimulated learning environment from 66% in 2021 to 85% in 2022

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	By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 10 months of learning.

Learning catch up and extension

By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning

By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in ten months of learning

Differentiated instruction
By the end of 2022 we will increase the planned differentiated learning activities based on students learning needs from 86% in 2021 to 89% in 2022

Wellbeing
By the end of 2022 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing.

By the end of 2022 students individual social and emotional wellbeing will increase from 75% in 2021 to 77% in 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 learning outcomes in Literacy and Numeracy.
12 Month Target 2.1	After speaking with data coach, Kelly Juriansz, it is difficult to provide this data as the current data now looks at benchmark growth rather than high relative growth. As we are in our final year of implementing the strategic plan, we aim to meet all targets set to complete the 4 year strategic plan.
12 Month Target 2.2	Reading Increase the number of students in Year 3 in the top two NAPLAN bands to 78%. (This is equivalent to approximately 117 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 55%. (This is equivalent to approximately 63 students.) Writing Increase the number of students in Year 3 in the top two NAPLAN bands to 63%. (This is equivalent to approximately 77students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 34%. (This is equivalent to approximately 39 students.) Numeracy Increase the number of students in Year 3 in the top two NAPLAN bands to 69%. (This is equivalent to approximately 75 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 48%. (This is equivalent to approximately 54 students.) Increase the participation rate to 100%
12 Month Target 2.3	TBA
12 Month Target 2.4	Collective efficacy increase by 12% to 81% Academic emphasis increase by 8% to 77% Teacher collaboration increase by19% to 59%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)	No
KIS 2 Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence–based high impact teaching strategies. (EHITS)	No
KIS 3 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)	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.	As we are in our final year of implementing the strategic plan, we believe a final push to embed PLCs will continue to improve student learning outcomes and improve teaching practices.	
Goal 3	Improve students' engagement in their learning.	
12 Month Target 3.1	Student Voice and agency increase by 15% to 88% Stimulated learning increase by 12% to 97% Learning confidence increase by 14% to 97% Increase participation rate to 91%	
12 Month Target 3.2	Parent and community involvement from 59% to 87%	
12 Month Target 3.3	Parent participation and involvement from 64% in 2021 to 90% in 2022 Teacher communication from 54% in 2021 to 75% in 2022 Stimulated learning environment from 66% in 2021 to 85% in 2022	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)	No
KIS 2 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)	Yes
KIS 3 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)	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.	As we are in our final year of implementing the strategic plan, we believe a final push to embed PLCs will continue to improve student learning outcomes and improve teaching practices.	

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	By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 10 months of learning. Learning catch up and extension By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in ten months of learning Differentiated instruction By the end of 2022 we will increase the planned differentiated learning activities based on students learning needs from 86% in 2021 to 89% in 2022 Wellbeing By the end of 2022 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing. By the end of 2022 students individual social and emotional wellbeing will increase from 75% in 2021 to 77% in 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	Build staff capacity in assessment and differentiated instruction in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs

Outcomes	Students will Know what the next steps are to progress their learning Set targeted learning goals Teachers and tutors will Identify student learning needs based on diagnostic assessment data Plan for differentiation based on student learning data Implement differentiated instruction to meet individual student needs Provide targeted academic support to students Students will Leaders will Support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the implementation of the instructional model.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Audit staff skillset in formative and summative assessment and differentiation for all students.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 3	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refresh peer observations with a focus on differentiated instruction in the classroom.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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 model to support students' mental health Embed positive mental health approaches in staff professional practice
Outcomes	Students will: Be able to recognise, respond to and refer to mental heath support services Be able to explain what positive mental health means and where they can seek support at school Report improved mental health Teachers will: Plan for and implement social and emotional learning within their curriculum areas Be able to recognise, respond to and refer students' mental health needs Leaders will: Support the continuous development, documentation and revision of a multi-tiered response model to mental health

	Directly support students' mental health and/or provide referrals
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from Wellbeing meetings will show plans to support individual students needs Student IEP's will describe adjustments to meet student needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Engagement and Wellbeing AP and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$114,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4		$60,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student learning outcomes in Literacy and Numeracy.
12 Month Target 2.1	After speaking with data coach, Kelly Juriansz, it is difficult to provide this data as the current data now looks at benchmark growth rather than high relative growth. As we are in our final year of implementing the strategic plan, we aim to meet all targets set to complete the 4 year strategic plan.
12 Month Target 2.2	Reading Increase the number of students in Year 3 in the top two NAPLAN bands to 78%. (This is equivalent to approximately 117 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 55%. (This is equivalent to approximately 63 students.) Writing Increase the number of students in Year 3 in the top two NAPLAN bands to 63%. (This is equivalent to approximately 77students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 34%. (This is equivalent to approximately 39 students.)

	Numeracy Increase the number of students in Year 3 in the top two NAPLAN bands to 69%. (This is equivalent to approximately 75 students.) Increase the number of students in Year 5 in the top two NAPLAN bands to 48%. (This is equivalent to approximately 54 students.) Increase the participation rate to 100%
12 Month Target 2.3	TBA
12 Month Target 2.4	Collective efficacy increase by 12% to 81% Academic emphasis increase by 8% to 77% Teacher collaboration increase by19% to 59%
KIS 1 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)
Actions	Implement Professional Learning Communities to build teacher capacity in differentiated instruction. Develop data literacy of teachers to inform understanding of students' needs and progress, and identify students who require additional support for intervention or extension.
Outcomes	Leaders will: Prioritise essential curriculum and ensure these are taught with learning supports for all students. Embed consistent formative assessments practices across the school. Prioritise time in the timetable for teachers to collaborate. Establish a targeted intervention support program for students. Teachers will: Identify the specific learning needs of their students and engage in reflective practices, evaluate and plan curriculum, assessment, lessons in PLCs. Implement the school's instructional and pedagogical model. Apply HITS when planning lessons and units of work. Further develop a deeper understanding of core curriculum priority areas. Identify students in need of targeted academic and wellbeing support and referred to the invention team. Students will: Know how lessons are structured and how the instructional model supports their learning. Experience success and celebrate learning growth. Know what their next learning steps are to progress their learning.

Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Formative and summative assessment rubrics will show student learning growth Data walls Late indicators: Differentiated curriculum documents and evidence of student's learning at different levels. Student feedback on differentiation, the instructional model, and the use of common strategies. Targeted intervention data: tailored supports, assessment data, student surveys, ILP progress reports. AToSS 2022 NAPLAN results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL delivered specific to differentiated instruction and directly linked to the school's instruction model.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Data walls to be co-constructed with teachers and targeted interventions to be tagged to focus groups of students.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop the capacity of PLC leaders through targeted leadership development sessions.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in reflective practices in PLCs to assess the validity and viability of formative and summative assessments.	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Goal 3	Improve students' engagement in their learning.				
12 Month Target 3.1	Student Voice and agency increase by 15% to 88% Stimulated learning increase by 12% to 97% Learning confidence increase by 14% to 97% Increase participation rate to 91%				
12 Month Target 3.2	Parent and community involvement from 59% to 87%				
12 Month Target 3.3	Parent participation and involvement from 64% in 2021 to 90% in 2022 Teacher communication from 54% in 2021 to 75% in 2022 Stimulated learning environment from 66% in 2021 to 85% in 2022				
KIS 1 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)				
Actions	Whole school professional learning on the implementation of agreed literacy, numeracy and tutoring. (differentiation, formative assessment, HIT, ILPs and learning goals) Develop a visual representation of high expectations that motivate and empower student agency. Conduct student conferences where goals are set and strategies are provided to achieve success.				
Outcomes	Students will Know the lesson structure and how the instructional model supports their learning experiencing success and celebrate learning growth - Bump it up wall in classrooms Set achievable goals for their own learning growth have a growth mindset and believe they can learn represent their school and its students as confident members of a student leadership team actively participate and contribute to school decision making be able to articulate the schools values and expectations in classroom and non classroom settings use a consistent language across the school use a range of strategies to self regulate and problem solve				

	Teachers will
	empower students to set high expectations
	have high expectations of self and others
	Further develop a deeper understanding of core curriculum priority areas
	Identify the specific learning needs of their students and engage in reflective practices, evaluate and plan curriculum, assessment, lessons in PLC
	Leaders will
	Priorities essential curriculum and ensure these are taught with learning supports for all students
	Priorities time in the timetable for teachers to collaborate
	Establish a targeted tutoring program for students
	observe a consistent language and use of strategies across the school
	monitor the implementation of the practice principles and HITS
	develop a visual representation of high expectations and the steps it takes to success.
Success Indicators	Teachers record observations of student progress
	Bump it up walls
	Parent opinion survey, school performance report, AtoSS, SOS
	Universal language across whole school.
	Data walls
	classroom observations demonstrating personal growth for staff??

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Understanding behaviours and identifying pyramid (80%, 15% and 5%) behaviours in the classroom.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
PL Targeted at staff building high expectations for all students	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 2 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)
Actions	Strengthen relationships with school families regular check ins Develop and implement a school wide approach to communication with parents carers, families and the wider community Plan for school facilities and ground works that school is a great place to learn
Outcomes	Leaders will Priorities time for staff to communicate and build relationships with parents/carers Provide time for staff to build capacity in teachers to strengthen home/school relationship Teachers will Have a strong relationship with students parents/carers Time to make connections with families to build relationships with families Feel connected with families Students will Feel connected to their school and have a positive attitude to come to school

	Feel a sense of connectedness between home and school				
Success Indicators	School based Atoss POS				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Teachers connecting with families to build stronger relationships	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
External agencies to support with wellbeing referrals.	☑ Allied Health ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which	

				may include DET funded or free items
Improving relationships	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$135,000.00	$135,000.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$112,000.00	$112,000.00	$0.00
Total	**$247,000.00**	**$247,000.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction	$15,000.00
Student Engagement and Wellbeing AP and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	$114,000.00
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	$60,000.00
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	$60,000.00

Totals		$249,000.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction	from: Term 1 to: Term 3	$15,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing
Totals		$135,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Student Engagement and Wellbeing AP and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	from: Term 1 to: Term 4	$112,000.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu staffing
			  o Additional mental health and wellbeing professional
			       MHWC

Totals		$112,000.00	

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
Review the implementation of the instructional model.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Pedagogical Model	☑ On-site
Understanding behaviours and identifying pyramid (80%, 15% and 5%) behaviours in the classroom.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site