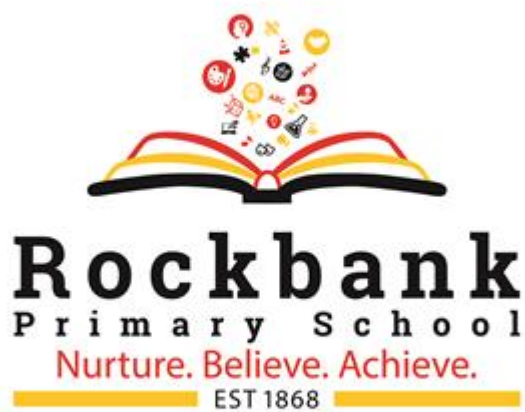# 2022 Annual Implementation Plan

for improving student outcomes

Rockbank Primary School (0919)

Submitted for review by Darryl Spiteri (School Principal) on 15 February, 2022 at 10:16 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 21 February, 2022 at 04:47 PM
Endorsed by Lyn Courtice (School Council President) on 23 February, 2022 at 02:27 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	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	In completing the self-evaluation reflection, it is abundantly clear that we have some things that we are doing quite well and a number of things that we need to improve. It is obvious where our school focus needs to be - data analysis, collection and planning - whole school shared documentation - literacy and numeracy improvement - improved student voice, engagement and reduced absenteeism. This process has enabled us to see that we have made significant progress over the past 3-5 years, but we also know that this is not a complete picture and we need to continue to implement consistent practices across the school. Having a Learning Specialist working outside of the classroom in Term 3 and 4 will undoubtedly make a huge difference.

	Our Leadership Team continues to thrive and our current school culture is the healthiest it has been for a while. It is a nice school to work at and everyone is working towards a shared goal.
Considerations for 2022	Our school has grown to capacity in 2022. We have straight Prep classes for the first time in a few years and have a large cohort of Year 1/2s. We have retained the majority of our staff and have included a couple of new teachers to the mix. We will include a teacher to manage EAL and tutoring in Term 2 and a new Year 1/2 class. We will also have a teacher working outside of the classroom from Term 3. Their role will be to ensure there is consistency among and between teams and to provide coaching support to enable consistent practice aligned with our Instructional Model. Their other role will be to assist teams in analysing dat and providing planning for students at the point of need.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Writing, Mathematics and Reading
Target 2.1	Improve the level of student learning as assessed by of Teacher Judgments against the Victorian Curriculum: **Improved percentage of students assessed at Above Level in:** • Reading and Viewing from 29% in 2019 to 35% in 2023 • Writing from 11% in 2019 to 19% in 2023 • Number & Algebra from 18% in 2019 to 25% in 2023 **And reduce the percentage of students assessed at Below Level in:** • Reading and Viewing from 25% in 2019 to 20% in 2023 • Writing from 35% in 2019 to 20% in 2023

	• Number & Algebra from 21% in 2019 to 15% in 2023
Target 2.2	Improve percentages of students in the Top 2 bands on NAPLAN at Year 5 in: • Reading from 23% in 2019 to 30% in 2024 • Writing from 0% in 2019 to 10% in 2024 • Numeracy from 0% in 2019 to 20% in 2024
Target 2.3	Reduce the percentage of student in the bottom two Bands on NAPLAN at Year 5 in: • Reading from 46% in 2019 to 20% in 2024 • Writing from 46% in 2019 to 23% in 2024 • Numeracy from 42% in 2019 to 20% in 2024
Target 2.4	Improve the NAPLAN Benchmark Growth from Years 3-5 in: • Reading by reducing below benchmark growth from 50% in 2019 to 25% in 2024 • Writing by reducing below benchmark growth from 70% in 2019 to 25% in 2024 • Writing by increasing above benchmark from 0% in 2019 to 20% in 2024 • Numeracy by increasing above benchmark from 0% in 2019 to 20% in 2024
Key Improvement Strategy 2.a Curriculum planning and assessment	Building staff capacity to develop and implement a guaranteed and viable curriculum

Key Improvement Strategy 2.b Evaluating impact on learning	Build leadership and staff capacity in assessment, data analysis and evaluation.
Key Improvement Strategy 2.c Building practice excellence	Embedding of the Professional Learning Communities (PLCs) in the school, including the use of assessment data, induction of new staff into PLC processes, PLC leader professional learning and refining the inquiry cycle.
Goal 3	To improve student engagement with learning
Target 3.1	Improve average absences from 22 days in 2019 to 18 days in 2023 and reduce the percentage of student with 20+ days absence from 38% in 2019 to 30% in 2023.
Target 3.2	Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in: • Student Agency and Voice from 78% positive response rate in 2020 to 82% in 2024 • School Connectedness from 80% positive response rate in 2020 to 84% in 2024
Target 3.3	Improve the percentage of positive response on the Parent Opinion Survey (POS) in: • School Connectedness from 90% positive response rate in 2020 to 94% in 2024 • Student Agency and Voice from 80% positive response rate in 2020 to 84% in 2024
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop, implement and evaluate a revised attendance strategy to embed procedures to maximise attendance.
Key Improvement Strategy 3.b	Develop staff capacity to enhance student voice and agency in their learning.

Empowering students and building school pride	
Goal 4	To improve student wellbeing
Target 4.1	Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in: • Managing Bullying positive response rate from 77% in 2020 to 82% in 2024 • Respect for Diversity positive response rate from 80% in 2020 to 84% in 2024
Target 4.2	Improve the percentage of positive response on the School Staff Survey (SSS) in: • Trust in Parents and Students from 62% positive response in 2020 to 72% in 2024
Target 4.3	Improve the percentage of positive response on the Parent Opinion Survey (POS) in: • Managing Bullying from 88% positive response in 2020 to 92% in 2024 • Positive transitions from 86% positive response in 2020 to 90% in 2024
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Further develop, embed and evaluate the School Wide Positive Behaviour Support approach in the school.
Key Improvement Strategy 4.b Parents and carers as partners	Develop school processes in transition for students and families into the school to ensure student wellbeing and learning needs are addressed.

Key Improvement Strategy 4.c Building practice excellence	Develop school processes and staff capacity for multi-tiered support strategies for complex student behaviour.

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 | All students at our school to be assessed for numeracy competence and a plan developed to address areas of concern with the help of our Numeracy Leader, Team Leaders, Assistant Principal and Numeracy Consultants. |
| To improve student learning outcomes in Writing, Mathematics and Reading | Yes | Improve the level of student learning as assessed by of Teacher Judgments against the Victorian Curriculum:

Improved percentage of students assessed at Above Level in:

• Reading and Viewing from 29% in 2019 to 35% in 2023 | Above Level
Reading and Viewing from 23% in 2021 to 30% in 2022
Writing from 10% in 2021 to 15% in 2022
Number & Algebra from 7% in 2021 to 20% in 2022
Reduce below level
Reading and Viewing from 34% in 2021 to 25% in 2022 |

		• Writing from 11% in 2019 to 19% in 2023 • Number & Algebra from 18% in 2019 to 25% in 2023 **And reduce the percentage of students assessed at Below Level in:** • Reading and Viewing from 25% in 2019 to 20% in 2023 • Writing from 35% in 2019 to 20% in 2023 • Number & Algebra from 21% in 2019 to 15% in 2023	Writing from 10% in 2021 to 15% in 2022 Number & Algebra from 37% in 2021 to 30% in 2022
		Improve percentages of students in the Top 2 bands on NAPLAN at Year 5 in: • Reading from 23% in 2019 to 30% in 2024 • Writing from 0% in 2019 to 10% in 2024 • Numeracy from 0% in 2019 to 20% in 2024	Reading from 21% in 2021 to 25% in 2022 Writing from 5% in 2021 to 10% in 2022 Numeracy from 16% in 2021 to 20% in 2022
		Reduce the percentage of student in the bottom two Bands on NAPLAN at Year 5 in: • Reading from 46% in 2019 to 20% in 2024 • Writing from 46% in 2019 to 23% in 2024 • Numeracy from 42% in 2019 to 20% in 2024	Reading from 37% in 2021 to 30% in 2022 Writing from 37% in 2021 to 30% in 2022 Numeracy from 32% in 2021 to 25% in 2022

		Improve the NAPLAN Benchmark Growth from Years 3-5 in: • Reading by reducing below benchmark growth from 50% in 2019 to 25% in 2024 • Writing by reducing below benchmark growth from 70% in 2019 to 25% in 2024 • Writing by increasing above benchmark from 0% in 2019 to 20% in 2024 • Numeracy by increasing above benchmark from 0% in 2019 to 20% in 2024	Reading by increasing benchmark growth from 42% in 2021 to 50% in 2022 Writing by increasing benchmark growth from 0% in 2021 to 15% in 2022 Numeracy by increasing above benchmark from 8% in 2021 to 20% in 2022
To improve student engagement with learning	Yes	Improve average absences from 22 days in 2019 to 18 days in 2023 and reduce the percentage of student with 20+ days absence from 38% in 2019 to 30% in 2023.	Improve average absences from 22.4 days in 2021 to under 20 days in 2022 and reduce the percentage of student with 20+ days absence from 38% in 2021 to 25% in 2022
		Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in: • Student Agency and Voice from 78% positive response rate in 2020 to 82% in 2024 • School Connectedness from 80% positive response rate in 2020 to 84% in 2024	Maintain strong results in this area

		Improve the percentage of positive response on the Parent Opinion Survey (POS) in: • School Connectedness from 90% positive response rate in 2020 to 94% in 2024 • Student Agency and Voice from 80% positive response rate in 2020 to 84% in 2024	Maintain strong results in the area
To improve student wellbeing	No	Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in: • Managing Bullying positive response rate from 77% in 2020 to 82% in 2024 • Respect for Diversity positive response rate from 80% in 2020 to 84% in 2024	
		Improve the percentage of positive response on the School Staff Survey (SSS) in: • Trust in Parents and Students from 62% positive response in 2020 to 72% in 2024	
		Improve the percentage of positive response on the Parent Opinion Survey (POS) in:	

		• Managing Bullying from 88% positive response in 2020 to 92% in 2024 • Positive transitions from 86% positive response in 2020 to 90% in 2024	

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	All students at our school to be assessed for numeracy competence and a plan developed to address areas of concern with the help of our Numeracy Leader, Team Leaders, Assistant Principal and Numeracy Consultants.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student learning outcomes in Writing, Mathematics and Reading	
12 Month Target 2.1	Above Level Reading and Viewing from 23% in 2021 to 30% in 2022 Writing from 10% in 2021 to 15% in 2022 Number & Algebra from 7% in 2021 to 20% in 2022 Reduce below level Reading and Viewing from 34% in 2021 to 25% in 2022 Writing from 10% in 2021 to 15% in 2022 Number & Algebra from 37% in 2021 to 30% in 2022	
12 Month Target 2.2	Reading from 21% in 2021 to 25% in 2022 Writing from 5% in 2021 to 10% in 2022 Numeracy from 16% in 2021 to 20% in 2022	
12 Month Target 2.3	Reading from 37% in 2021 to 30% in 2022 Writing from 37% in 2021 to 30% in 2022 Numeracy from 32% in 2021 to 25% in 2022	
12 Month Target 2.4	Reading by increasing benchmark growth from 42% in 2021 to 50% in 2022 Writing by increasing benchmark growth from 0% in 2021 to 15% in 2022 Numeracy by increasing above benchmark from 8% in 2021 to 20% in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Building staff capacity to develop and implement a guaranteed and viable curriculum	Yes

KIS 2 Evaluating impact on learning	Build leadership and staff capacity in assessment, data analysis and evaluation.	Yes
KIS 3 Building practice excellence	Embedding of the Professional Learning Communities (PLCs) in the school, including the use of assessment data, induction of new staff into PLC processes, PLC leader professional learning and refining the inquiry cycle.	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.	Having a guaranteed and viable curriculum is an essential stepping stone required for the future improvement of teaching and learning at our school. We have slowly been building middle level leaders and strong teams within the context of our school and the added pressure of fluctuating enrolments. It is necessary to continue to establish a clear curriculum pathway for our staff to ensure a consistent approach and to reduce in-school variability. It is also vital to ensure we are developing a clearer understanding of the collection, analysis and use of data as a school. We have a solid foundation for improvement and we now have the ability to take this to the next step with the inclusion of a teacher who will be outside the classroom to oversee curriculum, engagement, teaching and learning.	

Goal 3	To improve student engagement with learning
12 Month Target 3.1	Improve average absences from 22.4 days in 2021 to under 20 days in 2022 and reduce the percentage of student with 20+ days absence from 38% in 2021 to 25% in 2022
12 Month Target 3.2	Maintain strong results in this area
12 Month Target 3.3	Maintain strong results in the area

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop, implement and evaluate a revised attendance strategy to embed procedures to maximise attendance.	No
KIS 2 Empowering students and building school pride	Develop staff capacity to enhance student voice and agency in their learning.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Student voice and agency is an area that needs to be worked on at our school as our planning does not allow for flexibility and student input. The work that we have done in 2019 and 2020 with Lyn Sharratt using Clarity has been a huge step forward in enabling students to self-assess their progress and to enable them to choose the next steps. We have found that the teachers who use these methods with their students are seeing an increase in engagement and a clarity in understanding from their students about the next steps for success. This is a path we would like to pursue further and our work with Clarity in 2022 will undoubtedly enable us to do this.

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	All students at our school to be assessed for numeracy competence and a plan developed to address areas of concern with the help of our Numeracy Leader, Team Leaders, Assistant Principal and Numeracy Consultants.
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	- A renewed focus on Numeracy. - Differentiated instruction based on need. - Tutors will work with students who need to be extended or supported. - Consultants to support teachers in implementing Problem Based Learning in classrooms for maths - Numeracy Leader to ensure consistent practices across classes - increase in data literacy - focus on planning practices - Consultant to improve content specific numeracy vocabulary
Outcomes	Teachers - improved numeracy practice focussed on problem based learning - better analysis of data and using this to inform future practice Students - able to articulate their learning - improved NAPLAN results
Success Indicators	- we would expect to see improved NAPLAN results in numeracy - data collection using Essential Assessment will show growth from pre-tests to post-tests - students will be able to better monitor their learning

	- growth in MOI and PAT - minimum of 1 year growth in teacher progression points for numeracy				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Ongoing numeracy PL	☑ Assistant Principal ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$7,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Essential Assessment and PAT Maths	☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Classroom resources for numeracy tasks	☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	As a school we will continue to support students through our SWPBS program and to ensure students are provided with the wellbeing assistance where necessary. In 2022 we will continue to engage with our School Chaplain to provide counsel for students who require it. We will also continue to provide ongoing support in our Wellbeing space for those students who require the opportunity to reflect and reset before returning to class. We will provide wellbeing support in the form of targetted teaching in social skills and emotional regulation and identify students who would most benefit from this through the use of incident data.
Outcomes	- improved decisions made by students in the classroom and in the yard - improved school culture
Success Indicators	- improved student attitudes data in relation to bullying and connectedness - less recorded incidents in relation to violent behaviour - reduced number of suspensions - increased attendance

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

Ongoing SWPBS training	☑ Assistant Principal ☑ Wellbeing 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
Weekly Respectful Relationships or School Values sessions	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue whole school reward systems aligned to SWPBS and implementing school values	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning outcomes in Writing, Mathematics and Reading
12 Month Target 2.1	Above Level Reading and Viewing from 23% in 2021 to 30% in 2022 Writing from 10% in 2021 to 15% in 2022 Number & Algebra from 7% in 2021 to 20% in 2022 Reduce below level Reading and Viewing from 34% in 2021 to 25% in 2022 Writing from 10% in 2021 to 15% in 2022 Number & Algebra from 37% in 2021 to 30% in 2022
12 Month Target 2.2	Reading from 21% in 2021 to 25% in 2022 Writing from 5% in 2021 to 10% in 2022 Numeracy from 16% in 2021 to 20% in 2022
12 Month Target 2.3	Reading from 37% in 2021 to 30% in 2022 Writing from 37% in 2021 to 30% in 2022 Numeracy from 32% in 2021 to 25% in 2022
12 Month Target 2.4	Reading by increasing benchmark growth from 42% in 2021 to 50% in 2022 Writing by increasing benchmark growth from 0% in 2021 to 15% in 2022 Numeracy by increasing above benchmark from 8% in 2021 to 20% in 2022
KIS 1 Curriculum planning and assessment	Building staff capacity to develop and implement a guaranteed and viable curriculum

Actions	- shared understanding of documentation required to plan effectively - shared documents created to improve consistency in planning across the school - professional learning with the assistance of consultants in literacy, numeracy and Clarity - School Improvement Team to monitor ongoing growth of the school and provide targetted improvement strategies - Learning Specialist working outside the classroom and working with teams from Term 3 - Curriculum Wall documents
Outcomes	Teachers - teaching at point of need using data in all areas - students better catered enabling them to progress more efficiently based on evidence - reduced in-school variability - increased capacity to teach numeracy and literacy skills - better data collection and analysis - knowing what to spend more time on teaching based on how essential it is to further learning - understanding assessment and its purpose Students - able to identify and articulate their next level of development - become agents in their own learning and develop strategies to enable them to progress more efficiently - clear understanding of the instructional model and their role within it Leaders - able to articulate whole school progress in literacy and numeracy - able to understand the impact that programs and processes are having on student progress
Success Indicators	- improved NAPLAN results in writing, reading, maths and spelling - improved attitudes to school data in relation to work taught and learning needs of students - improved staff survey data in relation to curriculum (whole staff including ES) - improved parent data in relation to an understanding of what happens in every classroom

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continued engagement with a numeracy consultant	☑ Assistant Principal ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$7,500.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement in SMART Spelling - online and linked to consultant	☑ Assistant Principal ☑ Education Support ☑ KLA Leader ☑ Literacy Leader ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with a writing consultant	☑ Assistant Principal ☑ Literacy Leader ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$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

KIS 2 Evaluating impact on learning	Build leadership and staff capacity in assessment, data analysis and evaluation.
Actions	- We will focus on ensuring that data is analysed effectively and used to inform teaching at the point of need. Staff opinion data has shown that staff are not confident that data is being used as well as it could be to inform practice. This will be a major focus in 2022. - Team Leaders will meet fortnightly to discuss team foci and processes used to use and analyse data - Learning Specialist will be outside the classroom from Term 3 - EAL teacher will be in place in Term 2 - High Abilities Program teacher will continue to identify students working above level - Processing of NAPLAN data and focussing on areas of need - Participation in Communities of Practice and Network focusses
Outcomes	Leaders - sharper focus on what needs to be addressed to inform improvement - clear understanding of the direction in which students should be headed Teachers - greater focus on individual student progress - clear links to Individual Learning Plans
Success Indicators	- Improved Staff Opinion Survey data in relation to data analysis and collaboration - Improved Education Support data in relation to understanding student progress and their role within this space - ATOSS data indicating that students are feeling work is at the point of need - Parent surveys indicating that work is at the appropriate point of need

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
School improvement team to implement shared and consistent curriculum documentation	☑ Assistant Principal ☑ Principal ☑ School Improvement 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
Learning Specialist to monitor team progress and assist with data collection and analysis	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 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
PAT Reading	☑ Literacy Leader	☐ PLP Priority	from: Term 4 to: Term 4	$1,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

Goal 3	To improve student engagement with learning
12 Month Target 3.1	Improve average absences from 22.4 days in 2021 to under 20 days in 2022 and reduce the percentage of student with 20+ days absence from 38% in 2021 to 25% in 2022
12 Month Target 3.2	Maintain strong results in this area
12 Month Target 3.3	Maintain strong results in the area
KIS 1 Empowering students and building school pride	Develop staff capacity to enhance student voice and agency in their learning.
Actions	- Continue to implement Bump It Up Walls to ensure students understand the stages of progression - include students in understanding their current progress and what needs to be done to get to the next stage of learning - provide opportunities for students to contribute to what they will be learning - enabling students to co-construct Success Criteria - Continued use and increased staff capacity to use HITS
Outcomes	- students will feel more connected to learning - staff will enable more opportunities for students to provide input into their learning - examples of student influence will be ever-present at the school - students will feel a greater sense of school pride
Success Indicators	- ATOSS data will indicate increased school pride and student agency - Teachers will include negotiated components into weekly planning - students will know the level at which they are currently working and will be capable of articulating their goals - ILP goals will align with student need more closely and students will have input into their goals

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

Continued work on Clarity using Bump It Up walls and Case Management Meetings.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$141,520.74	$15,000.00	$126,520.74
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$141,520.74**	**$15,000.00**	**$126,520.74**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Ongoing numeracy PL	$7,500.00
Essential Assessment and PAT Maths	$10,000.00
Continued engagement with a numeracy consultant	$7,500.00
Engagement in SMART Spelling - online and linked to consultant	$10,000.00
Engage with a writing consultant	$15,000.00
Learning Specialist to monitor team progress and assist with data collection and analysis	$40,000.00
PAT Reading	$1,500.00
Continued work on Clarity using Bump It Up walls and Case Management Meetings.	$3,000.00
Totals	**$94,500.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Ongoing numeracy PL	from: Term 1 to: Term 4	$7,500.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Essential Assessment and PAT Maths	from: Term 1 to: Term 4		
Continued engagement with a numeracy consultant	from: Term 1 to: Term 4	$7,500.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Engagement in SMART Spelling - online and linked to consultant	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets
Engage with a writing consultant	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Learning Specialist to monitor team progress and assist with data collection and analysis	from: Term 3	$40,000.00	☑ School-based staffing

	to: Term 4		
PAT Reading	from: Term 4 to: Term 4		
Continued work on Clarity using Bump It Up walls and Case Management Meetings.	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
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
Student Management (XUNO) & Accelerus for assessment and reporting	$15,000.00
Totals	$15,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Management (XUNO) & Accelerus for assessment and reporting	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		$15,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Management (XUNO) & Accelerus for assessment and reporting	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Student Management (XUNO) & Accelerus for assessment and reporting	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Ongoing numeracy PL	☑ Assistant Principal ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ External consultants Maths consultants twice per term ☑ Numeracy leader	☑ On-site
Essential Assessment and PAT Maths	☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ External consultants Maths Consultants ☑ Numeracy leader	☑ On-site
Continued engagement with a numeracy consultant	☑ Assistant Principal ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ External consultants Maths consultants ☑ Numeracy leader	☑ On-site
Engagement in SMART Spelling - online and linked to consultant	☑ Assistant Principal ☑ Education Support ☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ External consultants SMART Spelling consultant - teachers doing PL online	☑ On-site

	☑ Literacy Leader ☑ Principal ☑ School Improvement Team ☑ Teacher(s)					
Engage with a writing consultant	☑ Assistant Principal ☑ Literacy Leader ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Literacy expertise ☑ Literacy Leaders ☑ External consultants Writing consultant	☑ On-site