2022 Annual Implementation Plan

for improving student outcomes

Kurunjang Primary School (5256)

Submitted for review by Maree Moyle (School Principal) on 24 February, 2022 at 04:20 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 08 March, 2022 at 01:37 PM
Awaiting endorsement by School Council President

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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
	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	Evolving
	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	
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support and resources	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	PLC improvement cycle, consistency, common language, reflection of practice, HITS, professional reading and links to, reference to knowledgeable others (eg Dylan), peer observations, future planning Links between student voice and agency have to be made with the HITS, Building of middle leadership capacity- data literacy, challenging conversations, building teacher capacity for giving and receiving feedback- individual and cohort (our) data.improved collection of data, shared practices. Culture based on

	relationships, wellbeing , learning, inclusion Shared vision, understandings
Considerations for 2022	Student voice and agency Staffing /structure- no LT for numeracy- collective effort of all staff Literacy continues with emphasis still on reading but under the support of LT and coach in literacy. Number of new staff and capacity- induction, knowledge, practice and engagement workforce planning - structure- middle leaders How do monitor growth and benchmark data without the NAPLAN data of 2020. DSSI continuing
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 growth in Reading and Writing
Target 2.1	By 2023 the percentage of students: • in the bottom two bands of Writing in Year 5 will decrease from 53% to 28% • achieving high relative growth in Writing to increase from 11% to 25% • achieving below the expected level in Victorian Curriculum standards in Writing to decrease from 53% to 28%
Target 2.2	By 2023, the percentage of students: • in the bottom two bands in Reading in Year 5 will decrease from 28% to 20%

	• in Year 5 achieving below the expected level in Victorian Curriculum standards in Reading to decrease from 41% to 20%.
Target 2.3	By 2023, increase the positive endorsement for the following factors of the SSS: • Academic emphasis from 45% to 70% • Teacher collaboration from 59% to 70% • Collective efficacy from 49% to 70%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Reading and Writing across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity to use data to inform planning and differentiation
Key Improvement Strategy 2.c Building practice excellence	Embed a high performing Professional Learning Community model that supports teacher collaboration and accurate assessment.
Goal 3	To improve student growth in Numeracy
Target 3.1	By 2023, the percentage of students • in the top two bands of Numeracy in Year 5 will increase from 6% to 15% • in Year 5 achieving low relative growth in Numeracy to decrease from 35% to 25%.

Target 3.2	By 2023, the percentage of Year 5 students achieving above the expected level in Number and Algebra in the Victorian Curriculum standards to increase from 5% to 15%.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Numeracy across the school
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher capacity to use Numeracy data to inform planning and differentiation
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build staff and student capacity in making learning explicit and purposeful, using research–based evidence informed teaching practices in Numeracy.
Goal 4	To improve student engagement in learning
Target 4.1	• Reduce the percentage of unapproved students' absence from 8.4 days to 4 days • Reduce the percentage of students arriving late to school to less than 10% as measured by Compass data.
Target 4.2	By 2023, improve the positive endorsement for the following factors of AToSS: • Student voice and agency from 65% to 80% • Effective classroom behaviour from 66% to 80% • Sense of connectedness from 66% to 80%.

Target 4.3	Staff Opinion Survey
	• By 2023, improve the positive endorsement for collective focus on student learning. Increase feedback to improve practice from 48% to 70%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed consistent, agreed school wide behaviour expectations
Key Improvement Strategy 4.b Empowering students and building school pride	Develop, implement and document opportunities to explicitly amplify student voice and agency in teaching and learning
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Build teacher and student capacity in the giving and receiving of feedback and feedforward

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	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative growth to decrease from 40% (2021) to 33% (2022)Achieving above the expected level to increase from 12% (2021) to 18% (2022)Reduce from 8.7 days (2021) to 6 days (2022)Student voice and agency from 59% (2021) to 70% (2022)Effective classroom behaviour from 60% (2021) to 70% (2022)Sense of connectedness from 69% (2021) to 75% (2022)Increase feedback to improve practice from 38% (2021) to 55% (2022)
To improve student growth in Reading and Writing	Yes	By 2023 the percentage of students: • in the bottom two bands of Writing in Year 5 will decrease from 53% to 28% • achieving high relative growth in Writing to increase from 11% to 25% • achieving below the expected level in Victorian Curriculum standards in Writing to decrease from 53% to 28%	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
		By 2023, the percentage of students:	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative

		• in the bottom two bands in Reading in Year 5 will decrease from 28% to 20% • in Year 5 achieving below the expected level in Victorian Curriculum standards in Reading to decrease from 41% to 20%.	growth to decrease from 40% (2021) to 33% (2022)
		By 2023, increase the positive endorsement for the following factors of the SSS: • Academic emphasis from 45% to 70% • Teacher collaboration from 59% to 70% • Collective efficacy from 49% to 70%	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
To improve student growth in Numeracy	Yes	By 2023, the percentage of students • in the top two bands of Numeracy in Year 5 will increase from 6% to 15% • in Year 5 achieving low relative growth in Numeracy to decrease from 35% to 25%.	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
		By 2023, the percentage of Year 5 students achieving above the expected level in Number and Algebra in the Victorian Curriculum standards to increase from 5% to 15%.	Increase top two bands of Numeracy from 8% (2021) to 12% (2022)Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
To improve student engagement in learning	Yes	• Reduce the percentage of unapproved students' absence from 8.4 days to 4 days • Reduce the percentage of students arriving late to school to less than 10% as measured by Compass data.	Reduce from 8.7 days (2021) to 6 days (2022)
		By 2023, improve the positive endorsement for the following factors of AToSS: • Student voice and agency from 65% to 80% • Effective classroom behaviour from 66% to 80%	Student voice and agency from 59% (2021) to 70% (2022)Effective classroom behaviour from 60% (2021) to 70% (2022)Sense of

		Sense of connectedness from 66% to 80%.	connectedness from 69% (2021) to 75% (2022)
		Staff Opinion Survey • By 2023, improve the positive endorsement for collective focus on student learning. Increase feedback to improve practice from 48% to 70%.	Increase feedback to improve practice from 38% (2021) to 55% (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-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022) Achieving above the expected level to increase from 12% (2021) to 18% (2022) Reduce from 8.7 days (2021) to 6 days (2022)Student voice and agency from 59% (2021) to 70% (2022) Effective classroom behaviour from 60% (2021) to 70% (2022) Sense of connectedness from 69% (2021) to 75% (2022) Increase feedback to improve practice from 38% (2021) to 55% (2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 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	Yes
KIS 1.b 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 growth in Reading and Writing**	
12-month target 2.1-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)	
12-month target 2.2-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)	
12-month target 2.3-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Reading and Writing across the school	Yes
KIS 2.b Evaluating impact on learning	Build teacher capacity to use data to inform planning and differentiation	No
KIS 2.c Building practice excellence	Embed a high performing Professional Learning Community model that supports teacher collaboration and accurate assessment.	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.	An inconsistency with the data with comparisons with NAPLAN and Teacher Judgment Inconsistencies with program delivery across the school ATToS identifies lack of student engagement Teacher feedback showed previous approaches in writing were ineffective	
Goal 3	**To improve student growth in Numeracy**	
12-month target 3.1-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)	
12-month target 3.2-month target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Numeracy across the school	No
KIS 3.b Evaluating impact on learning	Build teacher capacity to use Numeracy data to inform planning and differentiation	Yes
KIS 3.c Evidence-based high-impact teaching strategies	Build staff and student capacity in making learning explicit and purposeful, using research–based evidence informed teaching practices in Numeracy.	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.	This goal was selected by the leadership team as it was felt that this would have improve numeracy across our school.	
Goal 4	**To improve student engagement in learning**	
12-month target 4.1-month target	Reduce from 8.7 days (2021) to 6 days (2022)	
12-month target 4.2-month target	Student voice and agency from 59% (2021) to 70% (2022) Effective classroom behaviour from 60% (2021) to 70% (2022) Sense of connectedness from 69% (2021) to 75% (2022)	
12-month target 4.3-month target	Increase feedback to improve practice from 38% (2021) to 55% (2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Setting expectations and promoting inclusion	Embed consistent, agreed school wide behaviour expectations	No
KIS 4.b Empowering students and building school pride	Develop, implement and document opportunities to explicitly amplify student voice and agency in teaching and learning	Yes
KIS 4.c Intellectual engagement and self-awareness	Build teacher and student capacity in the giving and receiving of feedback and feedforward	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.	AtoSS results indicate that we need greater focus on student voice and agency We will continue on the 2021 focus of implementing HITS with a focus on feedback Student voice and agency from 59% (2021) to 70% (2022) Effective classroom behaviour from 60% (2021) to 70% (2022) Sense of connectedness from 69% (2021) to 75% (2022)

Define actions, outcomes, success indicators 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 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022) Achieving above the expected level to increase from 12% (2021) to 18% (2022) Reduce from 8.7 days (2021) to 6 days (2022)Student voice and agency from 59% (2021) to 70% (2022) Effective classroom behaviour from 60% (2021) to 70% (2022) Sense of connectedness from 69% (2021) to 75% (2022) Increase feedback to improve practice from 38% (2021) to 55% (2022)
KIS 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
Actions	- The school will have a shared focus on Numeracy - Develop and implement the Professional Learning Community improvement cycle for differentiated learning in collaboration with the Differentiated Support for School Improvement team. - Increase teacher capacity to embed the KPS literacy and numeracy instructional model and high impact teaching strategies. - Embed consistent approach to formative assessment and develop data literacy of teachers to inform understanding of student needs and progress. - Establish and implement DET Tutoring initiative for differentiated support of students in literacy and numeracy. - Participate in area and regional professional learning.
Outcomes	Leaders will: - support teachers to consistently and explicitly plan and implement the KPS instructional model and evidenced based high impact

	teaching strategies. - lead regular update of data walls informed by student assessment data. - identify students and cohorts in need of targeted academic support or intervention. - establish intervention/small group in class and withdrawal tutoring. Teachers will: - confidently and accurately identify learning needs of their students. - engage in reflective practice, evaluate and plan curriculum, assessments, and lessons within the PLC improvement cycle. - incorporate HITS (Differentiated teaching, Setting Goals, Feedback and Questioning) to plan units and lessons. - provide regular feedback and monitor student progress using data walls. Students will: - know how lessons are structured and how this supports their learning. - work at their level using differentiated resources and intervention. - receive regular feedback in their learning and know what their next steps/goals are to progress.
Success Indicators	Leaders will : - Facilitate and document our Improvement cycle within curriculum unit and lesson planning. - Undertake classroom observations and learning walks; and keep notes of coaching conversations. - Lead Leadership and SIT meetings. - Documented tutoring model and timetable. Teachers will: - Use formative assessment data and teacher judgement data. - Take notes of Peer Observations and coaching conversations. - Provide a differentiated curriculum and collect evidence of student learning at different levels . - Use and update data walls indicating clear student progress. Students will: - Be able to articulate progress against Individual Learning Plan goals. - Provide feedback on differentiation, the instructional model, and use of common strategies

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Ensure all PLC Teams have a numeracy focus for the first improvement cycle.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Employ a Leading Teacher of Numeracy	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$113,000.00
Classroom observations and learning walks with a focus on the numeracy instructional model	☑ Leadership partners (DSSI) ☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used
Provide professional learning for classroom teachers with a focus on numeracy - Term 1 - Instructional Model / HITS Term 2 - Curriculum / HITS Term 3 - Proficiency Term 4 - as needed	☑ All staff ☑ Leadership partners (DSSI)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Teams to develop a numeracy student outcomes goal in the P&D process.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Design and deliver professional learning on formative assessment and collecting, moderating, analyzing, responding to and monitoring data throughout the year.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Reestablish criteria for identifying students requiring individual and tailored support, tutoring and intervention, and develop a model and schedule times for support / tutoring to occur.	☑ Leadership team ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Victorian High Ability Program leader to focus on number and algebra	☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Equity funding will be used
Refine assessment processes to track growth in numeracy.	☑ Numeracy leader ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Plan how whole school professional learning on student mental health will be implemented and revisited throughout the year - Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development - Implement classroom interventions in mentoring cognitive skills, behavioural skills, exercise and relaxation. - Support students with emerging or acute wellbeing needs via a range of supports and adjustments.
Outcomes	Leaders will: - embed a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs. Teachers will: - Unit and lesson planning incorporating trauma informed and wellbeing practices in classes and in planning units of work. - implement and model consistent routines and mental health strategies.

	Students will: - have strong relationships with peers and staff. - be connected to allied health and mental health services.
Success Indicators	Leaders: - Documented implementation plan of DET Mental Health training. - Professional Learning schedule for Terms 1-4 - Documented referral process (Compass - Issue tracker) identifying at risk and vulnerable students - Classroom observations and learning walks focussing on mental health and wellbeing practices Teachers: - Documented mental health support strategies in term overviews. - Unit and lesson planning incorporating trauma informed and wellbeing practices. - Anecdotal, COMPASS and attendance data - Notes of peer observations Students: - Identified peer/staff/allied health supports - Co -constructed anchor charts and calm plans (Individual and whole class) that reflect school wide mental health plan

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake Mental Health training provided by DET.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Mental Health Practitioner and Wellbeing Team to construct a school wide plan for implementation of Mental Health training.	☑ Curriculum co-ordinator (s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Provide termly student Mental Health professional learning opportunities.	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Undertake classroom observations and collect evidence of the professional learning that has been undertaken	☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Provide Professional Learning in trauma informed practices through the Berry Street Education Model for new teaching staff (in conjunction with other Melton network schools)	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$16,500.00 ☑ Equity funding will be used

Goal 2	To improve student growth in Reading and Writing
12-month target 2.1 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
12-month target 2.2 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
12-month target 2.3 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
KIS 2.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Reading and Writing across the school
Actions	Review current writing practices across the school Revise and develop current teaching and learning practices in writing Have a shared focus on writing Regularly monitoring of writing practices to ensure improvement in data and engagement

Outcomes	Leaders will: - Provide professional learning to staff to implement the KPS instructional model - support teachers to consistently and explicitly plan and implement the KPS instructional model through coaching and mentoring - Support teachers to utilise and incorporate high impact teaching strategies.(Differentiated teaching, Setting Goals, Feedback and Questioning) Teachers will: - consistently embed the KPS instructional model of the writing workshop - confidently and accurately identify learning needs of their students. - engage in reflective practice, evaluate and plan curriculum, assessments, and lessons within the PLC improvement cycle. - incorporate HITS (Differentiated teaching, Setting Goals, Feedback and Questioning) to plan and implement units and lessons. Students will: - know how lessons are structured and how this supports their learning. - demonstrate improvement in their writing fluency - receive regular feedback in their learning and know what their next steps/goals are to progress.
Success Indicators	Leaders: - Observational data will show improved consistency in the delivery of the KPS instructional model - Meeting schedule will show targeted professional learning has been provided - documented KPS instructional model Teachers: - planning will reflect the consistent implementation of KPS instructional model - collect evidence of student learning such as; writing moderation, student work samples and books - evidence of roving conferences Students: - know how lessons are structured and how this supports their learning - workbooks that demonstrates application of feedback - achievement data will reflect improvement -AToSS shows increase in student engagement

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review/ audit current writing practices	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Create an action plan on whole school approach to writing	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$15,000.00
Dedicated curriculum day to share whole school data sets and new school approach to writing through delivery of workshops	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Coaching, modelling and planning support	☑ Literacy leader	☐ PLP Priority	from: Term 2 to: Term 4	$30,000.00
Ongoing whole school teacher feedback	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Whole school writing moderation	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00
Analysis of observation data	☑ Literacy leader ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00

Triangulation of data to ensure accuracy of teacher judgements	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Collecting data through Learning walks and observation rounds	☑ Literacy leader ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Improvement cycle based on writing	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Supporting middle leaders in building leadership capacity	☑ Teaching partners (DSSI)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 3	To improve student growth in Numeracy
12-month target 3.1 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
12-month target 3.2 target	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
KIS 3.b Evaluating impact on learning	Build teacher capacity to use Numeracy data to inform planning and differentiation
Actions	Increase top two bands of Numeracy from 8% (2021) to 12% (2022) Achieving low relative growth to decrease from 40% (2021) to 33% (2022)
Outcomes	This goal was not completed when writing the 2022 AIP in 2021.

Success Indicators	Goal to be carried forward to next year				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Numeracy leader to collect observational data about how numeracy is taught at our school		☑ Numeracy leader	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

Goal 4	To improve student engagement in learning
12-month target 4.1 target	Reduce from 8.7 days (2021) to 6 days (2022)
12-month target 4.2 target	Student voice and agency from 59% (2021) to 70% (2022) Effective classroom behaviour from 60% (2021) to 70% (2022) Sense of connectedness from 69% (2021) to 75% (2022)
12-month target 4.3 target	Increase feedback to improve practice from 38% (2021) to 55% (2022)
KIS 4.b Empowering students and building school pride	Develop, implement and document opportunities to explicitly amplify student voice and agency in teaching and learning
Actions	- Strengthen and embed the school-wide approach for Teaching and Learning - Build staff capacity to increase student voice and agency through improving their understanding and use of High Impact Teaching Strategies - Plan whole school professional learning in evidence-based approaches to supporting student voice and agency in learning
Outcomes	Leaders will: - review current non-negotiables document to make explicit the plan for increasing voice and agency of students - build staff capacity in coaching and mentoring. Teachers will:

	- have strong relationships with students and parents/carers. - know their students, their point of need in learning and how they learn - incorporate student and voice and agency in planning units and lessons. Students will: - feel as though they belong and are connected and have positive attitudes to school - have ownership and understanding of their current and future learning needs				
Success Indicators	Leaders: - Reviewed and distributed non- negotiables document - Positive endorsement of leadership components in the SOS Teachers: - Positive endorsements in whole school surveys (SOS, POS). - High Impact Teaching Strategies used to support and enhance learning. - Frequent communications and conferencing with students Students: - Positive endorsements in survey data Years 4-6 (AToSS). - Co-constructed goals in Numeracy, Reading, Writing - Articulated progress against individual learning plan goals				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Professional learning in Student voice and agency		☑ Leadership partners (DSSI) ☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00
Review the current school wide non-negotiables and explicitly document inclusion of student voice and agency		☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
KIS 4.c	Build teacher and student capacity in the giving and receiving of feedback and feedforward				

Intellectual engagement and self-awareness	
Actions	- Develop teachers professional knowledge of evidenced based effective feedback - Embed consistent approach to giving and receiving feedback of teachers to inform understanding of student needs and progress.
Outcomes	Leaders will: - support teachers to consistently and explicitly implement the 4 levels of feedback Teachers will: - engage in reflective practice, evaluate and plan curriculum, assessments, and lessons within the PLC improvement cycle. - provide regular feedback and monitor student progress using PLC improvement cycle and formative and summative assessments Students will: - receive regular feedback in their learning - know what their next steps/goals are to progress.
Success Indicators	Leaders: - Classroom observations and learning walks; and notes from coaching conversations. Teachers: - Notes of Peer Observations and coaching conversations. - Anecdotal notes and assessment data brought to PLC meetings - Data walls indicating clear student progress. - Positive endorsements in Staff opinion Survey Students: - Student self reflections on their individual goals for numeracy, reading and writing - Student feedback from teachers on individual goals for numeracy, reading and writing - Positive endorsements in AtoSS

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review the current school wide non-negotiables and explicitly document process for the provision and receiving of feedback	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$531,209.00	$38,500.00	$492,709.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$531,209.00	$38,500.00	$492,709.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Classroom observations and learning walks with a focus on the numeracy instructional model	$12,000.00
Victorian High Ability Program leader to focus on number and algebra	$5,000.00
Undertake classroom observations and collect evidence of the professional learning that has been undertaken	$5,000.00
Provide Professional Learning in trauma informed practices through the Berry Street Education Model for new teaching staff (in conjunction with other Melton network schools)	$16,500.00
Totals	$38,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Classroom observations and learning walks with a focus on the numeracy instructional model	from: Term 1 to: Term 4	$12,000.00	☑ CRT
Victorian High Ability Program leader to focus on number and algebra	from: Term 3 to: Term 4	$5,000.00	☑ CRT
Undertake classroom observations and collect evidence of the professional learning that has been undertaken	from: Term 2 to: Term 4	$5,000.00	☑ CRT
Provide Professional Learning in trauma informed practices through the Berry Street Education Model for new teaching staff (in conjunction with other Melton network schools)	from: Term 2 to: Term 2	$16,500.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$38,500.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Ensure all PLC Teams have a numeracy focus for the first improvement cycle.	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Leadership partners ☑ Numeracy leader	☑ On-site
Classroom observations and learning walks with a focus on the numeracy instructional model	☑ Leadership partners (DSSI) ☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Leadership partners ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide professional learning for classroom teachers with a focus on numeracy - Term 1 - Instructional Model / HITS Term 2 - Curriculum / HITS Term 3 - Proficiency Term 4 - as needed	☑ All staff ☑ Leadership partners (DSSI)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning ☑ Communities of practice	☑ Primary Mathematics and Science specialists ☑ Leadership partners ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Undertake Mental Health training provided by DET.	☑ Assistant principal	from: Term 1	☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ SEIL	☑ Off-site

	☑ Curriculum co-ordinator (s) ☑ Wellbeing team	to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ School improvement partnerships ☑ Departmental resources Mental Health in Primary Schools pilot	TBA- DET- Mental Health in Primary Schools
Professional learning in Student voice and agency	☑ Leadership partners (DSSI) ☑ Leadership team	from: Term 2 to: Term 2	☑ Planning ☑ Moderated assessment of student learning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site