2022 Annual Implementation Plan

for improving student outcomes

Dinjerra Primary School (5450)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
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	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	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	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	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	Dinjerra Primary School's self assessment of FISO 1.0 is a combination of 'Emerging' and 'Evolving', and this was confirmed by the Review Panel during the School Review in October 2021. Over 2021, DPS established a new leadership structure, and based on the functions of a professional learning community, introduced the appointment of Collaborative Team Leaders to lead each year level team. The staff have undertaken a range of in-house professional learning to support both the implementation of PLCs and improved literacy and numeracy instructional practice. The previous Strategic Plan did not include targets related to Parent Opinion, and with the recent COVID 19 pandemic and

	associated flexible and remote learning periods, this has highlighted the critical role that effective partnership between parents and schools plays in student learning.
Considerations for 2022	Whilst focusing on the 2022 Priorities Goal, DPS is simultaneously remaining focused on recommendations from the School Review process and strategies developed from the Review Report. The school is looking forward to focusing on the following Key Improvement Initiatives: 1a. Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum. 1.b Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence. 1b. Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response. 1c. Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students. 2a. Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning. 2b. Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life. These identified strategies ensure we maintain a sharp focus on increasing student learning and wellbeing outcomes. Coaching and the Tutor Learning Initiative will be aimed at particular cohorts of students.
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 learning outcomes for all students.
Target 2.1	NAPLAN increase the per cent of students meeting and above Benchmark growth in: • Reading from 45 per cent in 2021 to 100 per cent by 2025 • Writing from 25 per cent in 2021 to 100 per cent by 2025 • Numeracy from 70 per cent in 2021 to 100 per cent by 2025.
Target 2.2	NAPLAN increase the per cent of students in the top two bands in Year 3 in: • Reading from 45 per cent in 2021 to 65 per cent by 2025 • Writing from 43 per cent in 2021 to 65 per cent by 2025

	• Numeracy from 41 per cent in 2021 to 65 per cent by 2025.
Target 2.3	NAPLAN increase the per cent of students in the top two bands in Year 5 in: • Reading from 6 per cent in 2021 to 50 per cent by 2025 • Writing from 6 per cent in 2021 to 50 per cent by 2025 • Numeracy from 6 per cent in 2021 to 50 per cent by 2025.
Target 2.4	Improve the per cent of positive endorsement in the School Staff Survey measures: • Collective efficacy from 73 per cent in 2020 to 90 per cent by 2025 • Academic Emphasis from 70 per cent in 2020 to 90 per cent by 2025 • Guaranteed and Viable Curriculum from 77 per cent in 2020 to 90 per cent by 2025 • Assessment: Moderation of student assessment from 63 per cent in 2020 to 90 per cent by 2025.
Target 2.5	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: • Stimulated learning from 68 per cent in 2020 to 85 per cent by 2025 • Sense of confidence from 64 per cent in 2020 to 85 per cent by 2025 • Differentiated Learning Challenge from 88 per cent in 2020 to 90 per cent by 2025.
Key Improvement Strategy 2.a Curriculum planning and assessment	Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.

Key Improvement Strategy 2.b Building practice excellence	Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.
Key Improvement Strategy 2.c Building practice excellence	Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.
Key Improvement Strategy 2.d Vision, values and culture	Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.
Goal 3	Improve wellbeing outcomes for all students.
Target 3.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025 • Emotional awareness and regulation from per cent in 2020 to per cent by 2025.
Target 3.2	Attendance: Increase the per cent of students with less than 20 days of absence from 75 per cent in 2020 to 90 per cent by 2025
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

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	Mathematics Online Interview (MOI) SMART GOALS: COUNTING Growth Point Benchmark: By the end of 2022: Grade Prep: 84% of students will be at or above growth point A-2 Grade 1: increase from 65% to 88% of students at or above growth point A-4 Grade 2: increase from 32% to 86% of students at or above growth point A-5 Grade 3: increase from 19% to 67% of students at or above growth point A-6 Grade 4: increase from 13% to 75% of students at or above growth point A-6 Grade 5: increase from 0% to 85% of students at or above growth point A-6 Grade 6: increase from 0% to 81% of students at or above growth point A-6 WHOLE SCHOOL COHORT: increase from 31% to 81% of students at or above MOI Counting Growth Point Benchmark. Mathematics Online Interview (MOI) SMART GOALS: PLACE VALUE Growth Point Benchmark: By the end of 2022: Grade Prep: increase from 81% to 100%

			of students at or above growth point B-1
			Grade 1: increase from 82% to 100% of students at or above growth point B-2
			Grade 2: increase from 41% to 92% of students at or above growth point B-3
			Grade 3: increase from 19% to 67% of students at or above growth point B-4
			Grade 4: increase from 33% to 96% of students at or above growth point B-5
			Grade 5: increase from 11% to 85% of students at or above growth point B-5
			Grade 6: increase from 26% to 74% of students at or above growth point B-5
			WHOLE SCHOOL COHORT: increase from 30% to 88% at or above MOI Place Value Growth Point Benchmark.
			Reading SMART GOALS:
			Reading Fountas and Pinnell Reading Benchmark:
			By the end of 2022:
			Grade Prep: 93% of students will be at or above benchmark (Level D)
			Grade 1: increase from 67% to 79% of students at or above benchmark (Level J)
			Grade 2: increase from 67% to 83%of students at or above benchmark (Level M)
			Grade 3: increase from 68% to 82% of students at or above benchmark (Level P)
			Grade 4: increase from 71% to 88% of students at or above benchmark (Level S)
			Grade 5: increase from 60% to 72% of students at or above benchmark (Level V)
			Grade 6: increase from 20% to 35% of students at or above benchmark (Level Y)
			WHOLE SCHOOL COHORT: increase

			from 56% to 76% of students at or benchmark (GRADE 1 to 6). NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3: Reading: maintain from 5% to 5% Writing: decrease from 13% to 9% Numeracy: decrease from 9% to 5%. NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 5: Reading: decrease from 38% to 30 % Writing: decrease from 47% to 40% Numeracy: decrease from 25% to 20%. (No Benchmark Growth data available for 2019 NAPLAN) Reading Growth Targets: Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data). NAPLAN: increase the percentage of students in the top two bands in Year 3 in: Reading: increase from 46% to 50% Writing: increase from 43% to 45% Numeracy: increase from 41% to 45%. NAPLAN: increase the percentage of students in the top two bands in Year 5 in: Reading: increase from 6% to 25% Writing: increase from 6% to 15% Numeracy: increase from 6% to 15%.

			School Staff Survey: increase the percentage of positive endorsement in: Collective Efficacy: 73% to 75% Academic Emphasis: 70% to 75% Guaranteed and Viable Curriculum: 77% to 80% Assessment: Moderation of Student Assessment: 63% to 68%. Students' Attitude to School Survey: increase the percentage of positive endorsement in: Stimulated Learning: 68% to 70% Sense of Confidence: 64% to 70% Differentiated Learning Challenge: 88% maintain 88%. Students' Attitude to School Survey: increase the percentage of positive endorsement in: Student Voice and Agency: 54% to 58% Emotional Awareness and Regulation: 65% to 68%. Attendance: Increase the percentage of students with less than 20 days of absence from 75% to 80%.
Improve learning outcomes for all students.	No	NAPLAN increase the per cent of students meeting and above Benchmark growth in: - Reading from 45 per cent in 2021 to 100 per cent by 2025	

	- Writing from 25 per cent in 2021 to 100 per cent by 2025 - Numeracy from 70 per cent in 2021 to 100 per cent by 2025.	
	NAPLAN increase the per cent of students in the top two bands in Year 3 in: - Reading from 45 per cent in 2021 to 65 per cent by 2025 - Writing from 43 per cent in 2021 to 65 per cent by 2025 - Numeracy from 41 per cent in 2021 to 65 per cent by 2025.	
	NAPLAN increase the per cent of students in the top two bands in Year 5 in: - Reading from 6 per cent in 2021 to 50 per cent by 2025 - Writing from 6 per cent in 2021 to 50 per cent by 2025 - Numeracy from 6 per cent in 2021 to 50 per cent by 2025.	

		Improve the per cent of positive endorsement in the School Staff Survey measures: • Collective efficacy from 73 per cent in 2020 to 90 per cent by 2025 • Academic Emphasis from 70 per cent in 2020 to 90 per cent by 2025 • Guaranteed and Viable Curriculum from 77 per cent in 2020 to 90 per cent by 2025 • Assessment: Moderation of student assessment from 63 per cent in 2020 to 90 per cent by 2025.	
		Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: • Stimulated learning from 68 per cent in 2020 to 85 per cent by 2025 • Sense of confidence from 64 per cent in 2020 to 85 per cent by 2025 • Differentiated Learning Challenge from 88 per cent in 2020 to 90 per cent by 2025.	
Improve wellbeing outcomes for all students.	No	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025	

		• Emotional awareness and regulation from per cent in 2020 to per cent by 2025.	
		Attendance: Increase the per cent of students with less than 20 days of absence from 75 per cent in 2020 to 90 per cent by 2025	

Goal 1	**\<b\>2022 Priorities Goal\</b\>\<br/\>** 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	Mathematics Online Interview (MOI) SMART GOALS: COUNTING Growth Point Benchmark: By the end of 2022: Grade Prep: 84% of students will be at or above growth point A-2 Grade 1: increase from 65% to 88% of students at or above growth point A-4 Grade 2: increase from 32% to 86% of students at or above growth point A-5 Grade 3: increase from 19% to 67% of students at or above growth point A-6 Grade 4: increase from 13% to 75% of students at or above growth point A-6 Grade 5: increase from 0% to 85% of students at or above growth point A-6 Grade 6: increase from 0% to 81% of students at or above growth point A-6 WHOLE SCHOOL COHORT: increase from 31% to 81% of students at or above MOI Counting Growth Point Benchmark. Mathematics Online Interview (MOI) SMART GOALS: PLACE VALUE Growth Point Benchmark:

By the end of 2022:
Grade Prep: increase from 81% to 100% of students at or above growth point B-1
Grade 1: increase from 82% to 100% of students at or above growth point B-2
Grade 2: increase from 41% to 92% of students at or above growth point B-3
Grade 3: increase from 19% to 67% of students at or above growth point B-4
Grade 4: increase from 33% to 96% of students at or above growth point B-5
Grade 5: increase from 11% to 85% of students at or above growth point B-5
Grade 6: increase from 26% to 74% of students at or above growth point B-5
WHOLE SCHOOL COHORT: increase from 30% to 88% at or above MOI Place Value Growth Point Benchmark.

Reading SMART GOALS:
Reading Fountas and Pinnell Reading Benchmark:
By the end of 2022:
Grade Prep: 93% of students will be at or above benchmark (Level D)
Grade 1: increase from 67% to 79% of students at or above benchmark (Level J)
Grade 2: increase from 67% to 83%of students at or above benchmark (Level M)
Grade 3: increase from 68% to 82% of students at or above benchmark (Level P)
Grade 4: increase from 71% to 88% of students at or above benchmark (Level S)
Grade 5: increase from 60% to 72% of students at or above benchmark (Level V)
Grade 6: increase from 20% to 35% of students at or above benchmark (Level Y)
WHOLE SCHOOL COHORT: increase from 56% to 76% of students at or benchmark (GRADE 1 to 6).

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3:
Reading: maintain from 5% to 5%
Writing: decrease from 13% to 9%
Numeracy: decrease from 9% to 5%.

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 5:
Reading: decrease from 38% to 30 %
Writing: decrease from 47% to 40%
Numeracy: decrease from 25% to 20%.

(No Benchmark Growth data available for 2019 NAPLAN)
Reading Growth Targets:
Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data).

NAPLAN: increase the percentage of students in the top two bands in Year 3 in:

Reading: increase from 46% to 50%
Writing: increase from 43% to 45%
Numeracy: increase from 41% to 45%.

NAPLAN: increase the percentage of students in the top two bands in Year 5 in:
Reading: increase from 6% to 25%
Writing: increase from 6% to 15%
Numeracy: increase from 6% to 15%.

School Staff Survey: increase the percentage of positive endorsement in:
Collective Efficacy: 73% to 75%
Academic Emphasis: 70% to 75%
Guaranteed and Viable Curriculum: 77% to 80%
Assessment: Moderation of Student Assessment: 63% to 68%.

Students' Attitude to School Survey: increase the percentage of positive endorsement in:
Stimulated Learning: 68% to 70%
Sense of Confidence: 64% to 70%
Differentiated Learning Challenge: 88% maintain 88%.

Students' Attitude to School Survey: increase the percentage of positive endorsement in:
Student Voice and Agency: 54% to 58%
Emotional Awareness and Regulation: 65% to 68%.

Attendance:
Increase the percentage of students with less than 20 days of absence from 75% to 80%.

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.

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	Mathematics Online Interview (MOI) SMART GOALS: COUNTING Growth Point Benchmark: By the end of 2022: Grade Prep: 84% of students will be at or above growth point A-2 Grade 1: increase from 65% to 88% of students at or above growth point A-4 Grade 2: increase from 32% to 86% of students at or above growth point A-5 Grade 3: increase from 19% to 67% of students at or above growth point A-6 Grade 4: increase from 13% to 75% of students at or above growth point A-6 Grade 5: increase from 0% to 85% of students at or above growth point A-6 Grade 6: increase from 0% to 81% of students at or above growth point A-6 WHOLE SCHOOL COHORT: increase from 31% to 81% of students at or above MOI Counting Growth Point Benchmark. Mathematics Online Interview (MOI) SMART GOALS: PLACE VALUE Growth Point Benchmark: By the end of 2022: Grade Prep: increase from 81% to 100% of students at or above growth point B-1 Grade 1: increase from 82% to 100% of students at or above growth point B-2 Grade 2: increase from 41% to 92% of students at or above growth point B-3 Grade 3: increase from 19% to 67% of students at or above growth point B-4 Grade 4: increase from 33% to 96% of students at or above growth point B-5 Grade 5: increase from 11% to 85% of students at or above growth point B-5 Grade 6: increase from 26% to 74% of students at or above growth point B-5 WHOLE SCHOOL COHORT: increase from 30% to 88% at or above MOI Place Value Growth Point Benchmark. Reading SMART GOALS: Reading Fountas and Pinnell Reading Benchmark: By the end of 2022:

Grade Prep: 93% of students will be at or above benchmark (Level D)
Grade 1: increase from 67% to 79% of students at or above benchmark (Level J)
Grade 2: increase from 67% to 83%of students at or above benchmark (Level M)
Grade 3: increase from 68% to 82% of students at or above benchmark (Level P)
Grade 4: increase from 71% to 88% of students at or above benchmark (Level S)
Grade 5: increase from 60% to 72% of students at or above benchmark (Level V)
Grade 6: increase from 20% to 35% of students at or above benchmark (Level Y)
WHOLE SCHOOL COHORT: increase from 56% to 76% of students at or benchmark (GRADE 1 to 6).

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3:
Reading: maintain from 5% to 5%
Writing: decrease from 13% to 9%
Numeracy: decrease from 9% to 5%.

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 5:
Reading: decrease from 38% to 30 %
Writing: decrease from 47% to 40%
Numeracy: decrease from 25% to 20%.

(No Benchmark Growth data available for 2019 NAPLAN)
Reading Growth Targets:
Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data).

NAPLAN: increase the percentage of students in the top two bands in Year 3 in:
Reading: increase from 46% to 50%
Writing: increase from 43% to 45%
Numeracy: increase from 41% to 45%.

NAPLAN: increase the percentage of students in the top two bands in Year 5 in:
Reading: increase from 6% to 25%
Writing: increase from 6% to 15%
Numeracy: increase from 6% to 15%.

School Staff Survey: increase the percentage of positive endorsement in:
Collective Efficacy: 73% to 75%
Academic Emphasis: 70% to 75%
Guaranteed and Viable Curriculum: 77% to 80%

	Assessment: Moderation of Student Assessment: 63% to 68%. Students' Attitude to School Survey: increase the percentage of positive endorsement in: Stimulated Learning: 68% to 70% Sense of Confidence: 64% to 70% Differentiated Learning Challenge: 88% maintain 88%. Students' Attitude to School Survey: increase the percentage of positive endorsement in: Student Voice and Agency: 54% to 58% Emotional Awareness and Regulation: 65% to 68%. Attendance: Increase the percentage of students with less than 20 days of absence from 75% to 80%.
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	TEACHING AND LEARNING - BUILDING A GUARANTEED AND VIABLE CURRICULUM *Continue to collaboratively build a Guaranteed and Viable Curriculum in the below curriculum areas: Mathematics - (this includes Essential Learnings, Learning Sequences, Common Formative Assessments, Proficiency Scales) - audit all Number and Algebra topics - build GVC in Measurement and Geometry, Statistics and Probability. - support teachers in using the documentation in a systematic process during Collaborative Team Meetings Reading - - audit all Reading Essential Learnings and 'I Can' Statements - complete the Learning Sequence, with a focus on Within, Beyond and About the Text - support teachers in using the documentation in a systematic process during Collaborative Team Meetings Writing - - collaboratively build the Writing Essential Learnings - begin to collaboratively create Genre Learning Sequences for each curriculum level Create The Environment For Learning (Start Up) - - collaboratively plan, implement and reflect on (audit) the effectiveness of the CTEFL in first four weeks of Term 1. ASSESSMENT - WHOLE SCHOOL APPROACH TO ASSESSMENT *Develop a consistent approach to assessment and build data literacy in staff, by: - establishing the systematic implementation of the updated Assessment Schedule - implementing an agreed upon process for the delivery of the common formative assessments.

- implementing a process for calculating and tracking of SMART Goals for each year level for Reading Benchmark (F&P), Mathematics Growth Point Benchmarks in Counting and Place Value
- building a collective understanding of each assessment and its purpose, uses, and teacher practice of delivery
- implementing a process for calculating and tracking of Reading growth data (with a focus on growth targets)
- implementing the systematic use of the Assessment Tracker, e.g tracking of particular data at specific times over the year (e.g. Running Records).

TEACHING AND LEARNING - COLLABORATIVE PRACTICES
*Establish PLC / Collaborative Team practices to support teacher collaboration and reflection of strengthened teacher practice, by:
- establishing clear and consistent practices in Collaborative Team meetings to interpret assessment data and update the Assessment Tracker, therefore planning for effective differentiation.
- supporting teachers in using the built curriculum documents through a systematic process during Collaborative Team Meetings
- leadership coaching and support of Collaborative Team Leaders in Core Meetings, provide feedback on leadership and support CT leaders in detailed planning for their Collaborative Team meetings
- regular leadership moderation and tracking of Collaborative Team Meetings, ensuring a consistent approach to Collaborative Team meetings is achieved.

TEACHING AND LEARNING - INSTRUCTIONAL PRACTICE
*Further develop whole school approaches to shared instructional approaches that build practice excellence, such as:
- revise the elements of the Reading Workshop Model, and Mathematics Lesson Structure
- explore and develop a shared understanding of HITS: Structuring Lessons (0.53), Explicit Teaching (0.59) and Differentiation (1.07)
- identify and document a shared understanding of Instructional Practices in Reading, such as Modelled Reading, Shared Reading.
- coaching, modelling and observation of best practice, identified through the DPS Coaching Model.

TEACHING AND LEARNING - DIFFERENTIATION
*Create a tiered response for students who need extra support by:
- Designing and Implementing Tutor Learning Initiative in Literacy, through the following interventions:
    - whole class explicit instruction modelling: Sounds Write (Grade Prep to 2)
    - small group intervention: Sounds Write (selected TLI students from Prep to 6)
    - withdrawal small group and individual intervention: Levelled Literacy Intervention (LLI) (selected TLI students from Prep to 6)
- identifying and tracking students on Tutor Learning Initiative at regular intervals
- coaching of Education Support staff in the instructional practice of Sounds Write and LLI intervention.

LEADERSHIP - SCHOOL VISION, MISSION, VALUES
*Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students

Outcomes	Students will: - experience success and celebrate the acquisition of knowledge - report higher levels of confidence in Numeracy, especially evident through the DPS Fluency continuums of Counting and Time - be supported to learn at point of need. Teachers will: - plan and deliver lessons using our collaboratively built GVC documents - implement a consistent and high quality approach to gathering, interpreting and analysing student data - confidently and accurately identify student learning needs of all students - provide students with the opportunity to work at their level, using differentiation strategies - consistently implement the agreed assessment schedule. Collaborative Teams will: - engage in reflective practice, evaluate and plan curriculum, assessments, lessons - systematically track, moderate and discuss student assessment and growth, and plan for the next steps - follow a regular approach to their Collaborative Team meetings. Education Support staff will: - provide high quality support to teachers and students in the classroom - provide point of need intervention to small groups and individual students. Leaders will: - lead a high quality and regular approach to their Collaborative Team meetings - support staff to build assessment and differentiation practices through clear processes, coaching and professional learning.
Success Indicators	Early Indicators: - curriculum documentation will be implemented and revised, showing precision at each level and offering differentiation - assessment tracker will be completed and analysed at regular nominated intervals - students will be identified and tracked through their progression towards SMART Goals targets and growth targets - evidence of teachers' formative and summative assessment data and judgements against the curriculum - a documented assessment schedule and evidence of teachers inputting data and moderating assessments - learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning. Late Indicators: - formative and summative assessment for F&P Reading Benchmark will show student learning growth

	- formative and summative assessment for MOI Growth Points in Counting and Place Value will show student learning growth. - increase in School Staff Survey Collective Efficacy and Guaranteed and Viable Curriculum.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Coaching program to support consistent understanding of instructional practice for workshop model and the process for Collaborative Team Meetings. (Learning Specialist time allocation to coaching 0.6)	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☑ 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
Mathematics consultant Chris Botheras - coaching, modelling and supporting staff in instructional practice and the building of GVC (10 visits)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s)	☑ 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

Development of the organisational design, focusing on a distributed leadership style, including role descriptions	☑ All Staff ☑ Principal	☑ 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
Creation and implementation of the 'core' meeting, to support Collaborative Team Leaders in preparing for their Collaborative Team Meetings	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT 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
Development of the Literacy and Mathematics School Improvement Teams creation and development of the Literacy and Mathematics Working Parties: - Literacy Working Party continuing the building of the Reading Learning Sequence, continuing the project from DSSI Teaching Partners from 2021 - Mathematics Working Party to continue the building, revising an	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

auditing of the Mathematics GVC documents - Both the Literacy and Mathematics Working Parties will develop the Learning Environment Agreed Upon Practices and Checklist.	☑ Principal ☑ School Improvement Team ☑ Teacher(s)			☐ 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 Walks on a termly basis, focusing on: - classroom environment - implementation of the Reading Workshop Model and Mathematics Lesson Structure	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team ☑ 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
Transforming the First Years of Teaching Pilot: - first and second year graduates and their mentors have the opportunity to engage in professional learning to support their learning and wellbeing in their transition into the teaching profession	☑ Leadership Team ☑ 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
Response to Intervention - coaching and modelling for Education Support staff in Sounds Write and LLI -modelling of Sounds Write in P-2 classrooms - creation and tracking of growth of targeted Tutor Learning Initiative students	☑ Assistant Principal ☑ Education Support ☑ Leadership Team ☑ Literacy Improvement Teacher ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4		$47,894.00 ☑ 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
Consultant Muffy Hand to collaboratively plan and implement a 'Future Search', which involves: setting the context, honouring the history, landscaping the future context, visioning our inspiring future, naming priorities and ambitious goals, naming our values and beliefs.	☑ All Staff ☑ Leadership Team ☑ Student(s)	☑ PLP Priority	from: Term 2 to: Term 4		$5,000.00 ☐ 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	ENGAGEMENT - STUDENT VOICE AND AGENCY *Implement a process for the creation, implementation and tracking of student individual goals in: - Reading: fluency and comprehension - based on F&P Continuum - Mathematics Fluency (Counting and Time) - based on DPS GVC Fluency Continuum. *Communicate individual learning goals to families via Compass, including the tracking of progress towards goals. *Develop a plan for Goal Setting and increasing Student Agency (Curriculum Day facilitated by consultant Chris Egan) *Plan, implement and evaluate 'Training My Brain' Growth Mindset teaching and learning unit, aligned to the Personal and Social Capabilities Essential Learnings *Implement SeeSaw as a communication tool to families, to communicate learning objectives and activities in the classroom. SUPPORT AND RESOURCES *Implement year two of the CASEA program, working with clinicians from the Royal Children's Hospital CAMHS team, including: - student focus groups: (students selected from Strengths and Difficulties Questionnaire). Targeted Intervention based on Exploring Together - Confident Kids program - parent focus groups: focusing on behaviour management strategies and building relationships between parent and child - extra support from psychologists - professional learning for staff. *Introduce the Resilience, Right and Respectful Relationships curriculum, incorporating our current School Wide Positive Behaviours program. *Provide support for vulnerable students, in the form of: - art therapy (School Focused Youth Services) - trauma informed practice program aiming to develop social skills and safe coping strategies (Seven Seas) - breakfast club - two days per week - lunchtime clubs - education support volunteers (Ardoch Foundation).
Outcomes	Students will: - be supported in using the Fluency Continuum to practise goals and show evidence of goal attainment. - be able to use language to describe their effort rating, their feelings when showing persistence, their understanding that mistakes are part of the learning process, and understand the concept of 'yet' and the 'learning pit'. - be supported via a range of supports and adjustments for emerging or acute wellbeing needs.

	Teachers will: - strengthen in class relationships through developing growth mindset language - implement the Resilience, Rights and Respectful Relationships curriculum. Leaders will: - establish a whole school approach to social and emotional wellbeing - establish a whole school approach to the introduction of goal setting and student agency.				
Success Indicators	Early Indicators: - students able to discuss their individual learning goals, and particularly answer questions such as: What are you learning? What are your goals? How are you going? How do you know? - teachers feeling supported to meet the wellbeing needs of the students in their classes Late Indicators: - increase in student agency and voice (Parent Survey) - increase in Student Voice and Agency (AToSS) - increase in School Connectedness (AToSS) - increase in Emotional Awareness and Regulation (AToSS)				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Goal Setting and Student Agency workshop - curriculum day August 1 - consultant Chris Egan	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$5,000.00 ☐ 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

Identification and communication of individual goals - communicated via Compass Learning Tasks	☑ Administration Team ☑ Assessment & Reporting Coordinator ☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ 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
Set up of SeeSaw classrooms	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☐ 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
Set up the Resilience, Rights and Respectful Relationships Working Party	☑ Assistant Principal ☑ Teacher(s) ☑ Wellbeing 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
Audit and develop the Personal and Social Capabilities Essential Learnings and the 'Training My Brain' Growth Mindset' unit	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 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
Implement the CASEA program, to support mental health for at-risk students and families	☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$212,863.00	$85,894.00	$126,969.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$212,863.00**	**$85,894.00**	**$126,969.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Coaching program to support consistent understanding of instructional practice for workshop model and the process for Collaborative Team Meetings. (Learning Specialist time allocation to coaching 0.6)	$70,000.00
Response to Intervention - coaching and modelling for Education Support staff in Sounds Write and LLI -modelling of Sounds Write in P-2 classrooms - creation and tracking of growth of targeted Tutor Learning Initiative students	$47,894.00
Set up the Resilience, Rights and Respectful Relationships Working Party	$3,000.00
Totals	**$120,894.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Coaching program to support consistent understanding of instructional practice for workshop model and the process for Collaborative Team Meetings. (Learning Specialist time allocation to coaching 0.6)	from: Term 1 to: Term 4	$35,000.00	☑ School-based staffing
Response to Intervention - coaching and modelling for Education Support staff in Sounds Write and LLI -modelling of Sounds Write in P-2 classrooms - creation and tracking of growth of targeted Tutor Learning Initiative students	from: Term 1 to: Term 4	$47,894.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Set up the Resilience, Rights and Respectful Relationships Working Party	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		**$85,894.00**	

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	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Coaching program to support consistent understanding of instructional practice for workshop model and the process for Collaborative Team Meetings. (Learning Specialist time allocation to coaching 0.6)	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Mathematics consultant Chris Botheras - coaching, modelling and supporting staff in instructional practice and the building of GVC (10 visits)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants Chris Botheras	☑ On-site
Development of the organisational design, focusing on a distributed leadership style, including role descriptions	☑ All Staff ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Creation and implementation of the 'core' meeting, to support Collaborative Team Leaders in preparing for their Collaborative Team Meetings	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Development of the Literacy and Mathematics School Improvement Teams creation and development of the Literacy and Mathematics Working Parties: - Literacy Working Party continuing the building of the Reading Learning Sequence, continuing the project from DSSI Teaching Partners from 2021 - Mathematics Working Party to continue the building, revising an auditing of the Mathematics GVC documents - Both the Literacy and Mathematics Working Parties will develop the Learning Environment Agreed Upon Practices and Checklist.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

Learning Walks on a termly basis, focusing on: - classroom environment - implementation of the Reading Workshop Model and Mathematics Lesson Structure	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Transforming the First Years of Teaching Pilot: - first and second year graduates and their mentors have the opportunity to engage in professional learning to support their learning and wellbeing in their transition into the teaching profession	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Network Professional Learning	☑ Internal staff ☑ Departmental resources Transforming the First Years of Teaching Pilot	☑ Off-site Transforming the First Years of Teaching Pilot
Response to Intervention - coaching and modelling for Education Support staff in Sounds Write and LLI -modelling of Sounds Write in P-2 classrooms - creation and tracking of growth of targeted Tutor Learning Initiative students	☑ Assistant Principal ☑ Education Support ☑ Leadership Team ☑ Literacy Improvement Teacher	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise	☑ On-site

	☑ Principal ☑ Teacher(s)					
Consultant Muffy Hand to collaboratively plan and implement a 'Future Search', which involves: setting the context, honouring the history, landscaping the future context, visioning our inspiring future, naming priorities and ambitious goals, naming our values and beliefs.	☑ All Staff ☑ Leadership Team ☑ Student(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ External consultants Muffy Hand	☑ On-site
Goal Setting and Student Agency workshop - curriculum day August 1 - consultant Chris Egan	☑ Leadership Team ☑ Teacher(s)	from: Term 3 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ External consultants Chris Egan	☑ On-site
Set up of SeeSaw classrooms	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Set up the Resilience, Rights and Respectful Relationships Working Party	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Network Professional Learning	☑ Departmental resources RRRR curriculum	☑ On-site

	☑ Wellbeing Team					