

2023 Annual Implementation Plan

for improving student outcomes

Armada Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 16 December, 2022 at 02:35 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 27 February, 2023 at 08:38 AM
Endorsed by School Council President on 3 April 2023 at 06:30PM

Self-evaluation Summary - 2023

Armadale Primary School (2634)

| | FISO 2.0 Dimensions | Self-evaluation Level | Evidence and Analysis |
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| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Excelling | Teaching and learning programs are intentionally designed for children's learning in a know, do, be framework. All evidence of learning and assessment data is used to inform the planning of lessons and the learning intentions are designed to ensure each lesson is purposeful. Our learning architecture enables teams to meet, design and collaborate together. Our pedagogical model used in all literacy and numeracy lessons is consistent across the school. We ensure differentiation through the launch, explore, enable , extend, summarise design. Our NAPLAN data shows that 82% of the top two bands in Reading have been maintained in 2019 -2021. Also a recent report published in the Herald -Sun ranks our school 43rd for achieving growth NAPLAN over the last 5 years. This compares very favourably to local schools. |
| | 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 | | |

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| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding | We are very robust with our assessment practices and implementation of our assessment schedule. Where we need to be more rigorous is with using standardised assessment such as PAT across the board for teachers to use in triangulating the data. This will help in ensuring more accurate teacher judgements with student learning. Our staff are also using learner agency and peer feedback models, particularly in writing with co-constructed rubrics so children know how to move their learning forward. |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | | |

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| 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 | Excelling | The Leadership team have completed the PLC training and our scaffolded inquiry is to determine to what extent is our pedagogical model being implemented in classroom practice? We designed a learning continuum for teachers to self-evaluate and self-assess which elements of our pedagogical teachers believe needs strengthening. All of the leadership team have conducted classroom visits and have provided feedback to enable teachers to be more agentic in their learning. This self-reflection process has provided teachers with their own goals for improving their practice. We have created PLC's that focus on pedagogy and not curriculum content and the leadership team will lead these in 2023. Our leadership team constantly engages in feedback with the staff around our programs and practices and we use WOWs , SWOTS and jamboard to evaluate their impact and effectiveness. |
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| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | | |
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| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Excelling | Relationships with our community remain very strong and positive as indicated by the preliminary POS data and as evidenced by the strong presence of parents at all of our whole school community events this year. Students are positioned agentially in their learning by co-constructing school events, assemblies and performances. One recent example was the Year 5/6 designing and managing the whole school FUN RUN. Students in years 4-6 are also highly engaged in their learning and are highly stimulated as evidenced by this years ATOSS data, which has been incredibly strong over the last 5 year period. |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | | |

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| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Excelling | We are highly responsive to student needs and ensure wellbeing and learning are of the highest priority. We have engaged with external providers again this year including Body Safety Australia, The Resilience Project, Georgina Manning from Peaceful kids.org who have provided workshops for staff, students and parents. We offer restorative practices for children to strengthen relationships and foster empathy and perspective taking. Wellbeing through Respectful relationships is taught across the school and both circle time and mindfulness are embedded weekly practices. |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | | |

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| Enter your reflective comments | Pleasingly our growth continues in our student learning outcomes and the addition of our kitchen garden program this year has added enrichment to our excellent education provision. Our teachers remain focused on stretching and challenging each child at their point of need and the leadership team have also undertaken additional PL in catering for children with high ability in the classroom. We are keen to explore the concept of effective differentiation further to see whether it is more than just enabling and extending prompts. Our PL in the PLC PD was highly valuable and enabled us to be reflective of our practices and gave us privileged time to collaborate on what we wanted to strengthen and deepen in our teacher's pedagogical content knowledge. |
| Considerations for 2023 | <p>Continue to explore what effective differentiation looks like through the CHES PL</p> <p>Continue with our PLC model of leading teams to self -assess, reflect and trial strategies to improve implementation of our pedagogical model</p> <p>Consider partnering with the MAV to strengthen and deepen teachers mathematical content knowledge in the six numeracy focus areas</p> <p>Expansion of our kitchen garden program to all Year 3/4 and 5/6 students with the focus on developing the senior student's entrepreneurial and marketing skills in running a community cafe, selling cooked produce from the kitchen garden to the</p> |

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| | <p>wider school community. Increasing our engagement with the wider community through inviting senior citizens and the CWA to participate in our KG program Continuation of the TLI for students who need additional support in both literacy and numeracy Further establishment of small clinics and focus groups to increase peer teaching and learning and to improve differentiation practices.</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve the achievement and learning growth of every student, particularly in literacy and numeracy |
| Target 2.1 | NAPLAN benchmark growth By 2023, increase the percentage of students in Year 5 making above benchmark growth <ul style="list-style-type: none"> • Reading to 32% or above (from 19% in 2019) • Writing to 32% or above (from 15% in 2019) • Numeracy to 32% or above (from 15% in 2019) |
| Target 2.2 | NAPLAN Year 3 & 5 students performing in the top two bands. By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for: <ul style="list-style-type: none"> • Reading to 85% or above (from 67% in 2019) • Writing to 85% or above (from 64% in 2019) |

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| | <ul style="list-style-type: none"> • Numeracy to 85% or above (from 55% in 2019) <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 75% or above (from 65% in 2019) • Writing to 36% or above (from 16% in 2019) • Numeracy to 65% or above (from 45% in 2019) |
| Target 2.3 | <p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> • In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). • Our norm -referenced data sets for triangulated data include: <ul style="list-style-type: none"> Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5 Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth |
| Target 2.4 | <p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—90% or above (from 78% in 2019) • Feedback—90% or above (from 83% in 2019) |

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| Key Improvement Strategy 2.a Building practice excellence | Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students |
| Key Improvement Strategy 2.b Building practice excellence | Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom |
| Key Improvement Strategy 2.c Building practice excellence | Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes |
| Key Improvement Strategy 2.d Instructional and shared leadership | Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened |
| Goal 3 | To strengthen student engagement in learning |
| Target 3.1 | Student opinion as shown in the AToSS. By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be: <ul style="list-style-type: none"> • Student voice and agency—95% or above (from 89% in 2019) • Motivation and interest—95% or above (from 90% in 2019) By 2023, the attendance data across the school will reduce to: <ul style="list-style-type: none"> • Average absence breakdown for all absences -13% (from 17.7% in 2019) |
| Target 3.2 | Parent opinion as shown on the POS. By 2023 increase the percent positive endorsement in the POS: <ul style="list-style-type: none"> • Student voice and agency—to 85% or above (from 60% in 2019) • Student motivation and support—to 85% or above (from 52% in 2019) |

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| | <ul style="list-style-type: none"> • Stimulating learning environment—to 85% or above (from 59% in 2019) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop and implement a learner agency strategy |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Build teacher capacity to enhance student voice and learner agency |
| Key Improvement Strategy 3.c Empowering students and building school pride | Share student learning data routinely so learning growth and progress are monitored and visible to all |
| Goal 4 | To further enhance the social and emotional wellbeing of every student |
| Target 4.1 | Student opinion as shown in the AToSS By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be: <ul style="list-style-type: none"> • Effective classroom behaviour—95% or above (from 91% in 2019) • Teacher concern—95% or above (from 89% in 2019) By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be: <ul style="list-style-type: none"> • Positive attitude -92% or above (from 84% in 2018) • Healthy Mind – 90% or above (from 82% in 2018) |
| Target 4.2 | Parent opinion By 2023, the percent positive endorsement on the POS will improve: |

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| | <ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 60% in 2019) • Parent participation and involvement—to 85% or above (from 71% in 2019) • General satisfaction—to 85% or above (from 56% in 2019) |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community |
| Key Improvement Strategy 4.b Parents and carers as partners | Strengthen the learning partnerships with parents and carers to enhance student outcomes |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes | Support for the 2023 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>in 2023 we will continue to improve student learning outcomes in numeracy and continue our very strong focus on student wellbeing.</p> |
| To improve the achievement and learning growth of every student, particularly in literacy and numeracy | Yes | <p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <ul style="list-style-type: none"> • Reading to 32% or above (from 19% in 2019) • Writing to 32% or above (from 15% in 2019) • Numeracy to 32% or above (from 15% in 2019) | By 2023, increase the percentage of students in Year 5 making above benchmark growth Numeracy to 32% or above (from 15% in 2019) |
| | | <p>NAPLAN Year 3 & 5 students performing in the top two bands.</p> <p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 85% or above (from 67% in 2019) • Writing to 85% or above (from 64% in 2019) • Numeracy to 85% or above (from 55% in 2019) <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> | NAPLAN benchmark growth By 2023, increase the percentage of students in Year 5 making above benchmark growth Reading to 32% or above (from 19% in 2019) Numeracy to 32% or above (from 15% in 2019) |

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| | | <ul style="list-style-type: none"> • Reading to 75% or above (from 65% in 2019) • Writing to 36% or above (from 16% in 2019) • Numeracy to 65% or above (from 45% in 2019) | |
| | | <p>Learning growth using Teacher Judgement</p> <ul style="list-style-type: none"> • In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). • Our norm -referenced data sets for triangulated data include: Maths : Maths Online interview -once a year in Prep -3, Fractions and Decimals Interviews Years 4-6 and NAPLAN at Year 3 and 5 Reading: Running records P-6 twice a term, Fountas and Pinnell twice a term, Reading comprehension Torch twice a year Writing: 2 Writing SATS per term using whole school writing rubric based on the 6 traits of writing to assess writing growth | <p>Learning growth using Teacher JudgementIn each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).</p> |
| | | <p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—90% or above (from 78% in 2019) • Feedback—90% or above (from 83% in 2019) | <p>Staff opinion as shown in the SSS.By 2023 the per cent positive endorsement on the SSS will be:Feedback—90% or above (from 83% in 2019)</p> |
| To strengthen student engagement in learning | No | <p>Student opinion as shown in the AToSS.</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 4–6 will be:</p> | |

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| | | <ul style="list-style-type: none"> • Student voice and agency—95% or above (from 89% in 2019) • Motivation and interest—95% or above (from 90% in 2019) <p>By 2023, the attendance data across the school will reduce to:</p> <ul style="list-style-type: none"> • Average absence breakdown for all absences -13% (from 17.7% in 2019) | |
| | | <p>Parent opinion as shown on the POS.</p> <p>By 2023 increase the percent positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Student voice and agency—to 85% or above (from 60% in 2019) • Student motivation and support—to 85% or above (from 52% in 2019) • Stimulating learning environment—to 85% or above (from 59% in 2019) | |
| <p>To further enhance the social and emotional wellbeing of every student</p> | <p>No</p> | <p>Student opinion as shown in the AToSS</p> <p>By 2023, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Effective classroom behaviour—95% or above (from 91% in 2019) • Teacher concern—95% or above (from 89% in 2019) <p>By 2023, the percent positive endorsement on the Resilience Survey for Years 3-6 will be:</p> <ul style="list-style-type: none"> • Positive attitude -92% or above (from 84% in 2018) • Healthy Mind – 90% or above (from 82% in 2018) | |

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| | | <p>Parent opinion</p> <p>By 2023, the percent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 60% in 2019) • Parent participation and involvement—to 85% or above (from 71% in 2019) • General satisfaction—to 85% or above (from 56% in 2019) | |
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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | |
| 12 Month Target 1.1 | in 2023 we will continue to improve student learning outcomes in numeracy and continue our very strong focus on student wellbeing. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |

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| <p>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.</p> | <p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p> | |
| <p>Goal 2</p> | <p>To improve the achievement and learning growth of every student, particularly in literacy and numeracy</p> | |
| <p>12 Month Target 2.1</p> | <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth Numeracy to 32% or above (from 15% in 2019)</p> | |
| <p>12 Month Target 2.2</p> | <p>NAPLAN benchmark growth</p> <p>By 2023, increase the percentage of students in Year 5 making above benchmark growth</p> <p>Reading to 32% or above (from 19% in 2019) Numeracy to 32% or above (from 15% in 2019)</p> | |
| <p>12 Month Target 2.3</p> | <p>Learning growth using Teacher Judgement</p> <p>In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra).</p> | |
| <p>12 Month Target 2.4</p> | <p>Staff opinion as shown in the SSS.</p> <p>By 2023 the per cent positive endorsement on the SSS will be: Feedback—90% or above (from 83% in 2019)</p> | |
| <p>Key Improvement Strategies</p> | <p>Is this KIS selected for focus this year?</p> | |
| <p>KIS 2.a Building practice excellence</p> | <p>Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students</p> | |
| | <p>Yes</p> | |

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| KIS 2.b Building practice excellence | Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom | Yes |
| KIS 2.c Building practice excellence | Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes | No |
| KIS 2.d Instructional and shared leadership | Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened | 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. | Our school continues to refine and improves it's practices and implementation of evidence-informed strategies which will ensure all students are supported, stretched and challenged in their learning to achieve growth. Designing a curriculum which enables differentiation and positions students agentially in their learning will ensure the learning is personalised for each student. The use of data walls and the learning continuums informs teachers where each child is on the learning continuum and ensures both the learning to be achieved and student goals, is highly visible to all partners - teacher, child and parents. The methodology within our whole school instructional model of launch, explore, enable, extend and summarise is to consistently used across the school, enabling the learning to be differentiated from P-6. The structure of the whole, part/small, whole of classroom teaching is to be extended to include writing focus groups as well research clinics in Years 3-6 when students are working on their Educational Research Projects (ERP's) as part of their Big Ideas. We also want to explore further what additional ways are there to differentiate learning, to ensure we are extending and challenging high performing students. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | in 2023 we will continue to improve student learning outcomes in numeracy and continue our very strong focus on student wellbeing. | | | |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | <ol style="list-style-type: none"> 1. Build staff capacity in assessment and differentiation through our instructional model to identify and meet student's individual learning needs. 2. Support those students who require it with the Tutoring initiative 3. Extend the differentiated support offered to high performing students | | | |
| Outcomes | <ol style="list-style-type: none"> 1. Students in need of targeted support will be identified and supported through the TLI 2. Students will know what the next steps in their learning continuums are for literacy and numeracy growth 3. Students will be supported to learn at their point of need 4. Teachers and support staff will have strong relationships in partnership with all parents and carers 5. Teachers will have strengthened their reflective and evaluative practices through the PLC teams we have already established. | | | |
| Success Indicators | <ol style="list-style-type: none"> 1. Curriculum documentation will show plans for differentiation 2. Assessment and data from the TLI will show student growth 3. Students IEP's will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed 4. Teacher judgements show growth in learning 5. Classroom observations, mentoring, feedback and coaching will all contribute to strengthening teacher's pedagogical content knowledge and implementation of our instructional model. 6. Evidence will be shown on the learning continuums we designed for teachers when undertaking our PLC training | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |

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| <p>Schedule and organise professional learning on embedding and strengthening numeracy content knowledge through exploring the 6 numeracy focus areas</p> | <p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>KIS 1.b Priority 2023 Dimension</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> | | | |
| <p>Actions</p> | <p>Creation of a third prep class to enable the smoot transition and integration of children who are quite dysregulated and have various special needs Subscription to Pat Cronin's BE -Wise Primary School program that creates a culture of kindness and respect through story books and lesson plans Body Safety workshops will be presented to our students to embed the Respectful Relationships curriculum.</p> | | | |
| <p>Outcomes</p> | <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer student's mental heath needs to SSS support and external providers Students will explain what positive mental wellbeing is and know where they can where they can seek support at school Parents/ carers will be active participants in our workshops and have the skills and knowledge to deal with wellbeing issues such as anxiety at homeCurriculum documentation will detail lesson implementation on social and emotional wellbeing from TRP Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources will be highly visible throughout classrooms Parents will report that wellbeing strategies are being embedded at home as well.</p> | | | |
| <p>Success Indicators</p> | <p>Curriculum documentation will detail lesson implementation on social and emotional wellbeing from RR Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p> | | | |

| | Student support resources will be highly visible throughout classrooms Parents will report that wellbeing strategies are being embedded at home as well. | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Creation of a third Prep class | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$80,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PL to staff, parents and workshops for children from Body Safety Australia and Pat Cronin Foundation | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$12,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Goal 2 | To improve the achievement and learning growth of every student, particularly in literacy and numeracy |
| 12 Month Target 2.1 | By 2023, increase the percentage of students in Year 5 making above benchmark growth Numeracy to 32% or above (from 15% in 2019) |
| 12 Month Target 2.2 | NAPLAN benchmark growth By 2023, increase the percentage of students in Year 5 making above benchmark growth Reading to 32% or above (from 19% in 2019) Numeracy to 32% or above (from 15% in 2019) |
| 12 Month Target 2.3 | Learning growth using Teacher Judgement In each year of the SSP, 95% of students will demonstrate 12 months or more learning growth in reading, writing and numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. (96% in 2019 for reading; 94% for writing and 96% for number and algebra). |
| 12 Month Target 2.4 | Staff opinion as shown in the SSS. By 2023 the per cent positive endorsement on the SSS will be: Feedback—90% or above (from 83% in 2019) |
| KIS 2.a Building practice excellence | Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students |
| Actions | 1. Assistant Principal will continue to design with each classroom team on a weekly basis bringing data walls and assessment data to these meetings 2. Learning Specialist will have designated release time to coach and mentor teachers in our differentiated instructional model |
| Outcomes | Teachers will confidently and accurately identify student learning needs of all their students Students will report higher levels of confidence with numeracy skills and in the mathematics proficiencies Teachers will be more confident in stretching and challenging each child through effective differentiated practices Through the greater usage of clinics and focus groups, teachers will use feedforward strategies more effectively when discussing student's learning with them |

| Success Indicators | Student feedback on differentiation, our instructional model and use of classroom strategies to enable and extend Teachers development of data walls and use of formative and summative assessments and progress reporting to parents Literacy and Numeracy Benchmark growth in NAPLAN Teacher judgement growth in literacy and numeracy Stronger teacher understanding of the 6 Numeracy focus areas | | | |
|--|---|--|----------------------------------|--|
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Weekly release of Learning Specialist to coach and mentor teachers | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2.b Building practice excellence | Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom | | | |
| Actions | 1. Assistant Principal will continue to design with each classroom team on a weekly basis bringing data walls and assessment data to these meetings and assist teams in developing scope and sequence units 2. Learning Specialist will have designated release time to coach and mentor teachers in our differentiated instructional model to ensure consistency across the school 3. PLC teams will meet fortnightly to collaborate on strengthening their implementation of our pedagogical model 4. PL for the Leadership through CHES | | | |
| Outcomes | Teachers will confidently and accurately identify student learning needs of all their students Students will report higher levels of confidence with numeracy skills and in the mathematics proficiencies | | | |

| | | | | |
|--|---|--|----------------------------------|---|
| | Teachers will be more confident in stretching and challenging each child through quality differentiation practices Through the greater usage of clinics and focus groups in writing, teachers will use feedforward strategies more effectively when discussing student's learning with them as well as encouraging peer feedback in their classrooms. | | | |
| Success Indicators | Student feedback on differentiation, our instructional model and use of classroom strategies to enable and extend Teachers development of data walls and use of formative and summative assessments and progress reporting to parents Literacy and Numeracy Benchmark growth in NAPLAN Teacher judgement growth in literacy and numeracy outcomes Strengthening of teacher's PCK in curriculum areas resulting in improved learning outcomes for children | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| PLC teams will meet fortnightly alternating with staff meetings with a focus on improving learner agency for our teachers. PLC team leaders will continue to monitor, observe and give feedback on teacher's growth in their selected element on the learning continuum. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$6,300.70 | \$6,370.00 | -\$69.30 |
| Disability Inclusion Tier 2 Funding | \$89,439.72 | \$89,439.72 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$95,740.42 | \$95,809.72 | -\$69.30 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|--------------------|
| Creation of a third Prep class | \$80,000.00 |
| Weekly release of Learning Specialist to coach and mentor teachers | \$10,000.00 |
| PLC teams will meet fortnightly alternating with staff meetings with a focus on improving learner agency for our teachers. PLC team leaders will continue to monitor, observe and give feedback on teacher's growth in their selected element on the learning continuum. | \$3,000.00 |
| Totals | \$93,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|--|----------------------------------|------------|---|
| Weekly release of Learning Specialist to coach and mentor teachers | from: Term 1 to: Term 4 | \$3,370.00 | <input checked="" type="checkbox"/> School-based staffing |
| PLC teams will meet fortnightly alternating with staff meetings with a focus on improving learner agency for our teachers. PLC team leaders will continue to monitor, observe and give feedback on teacher's growth in their selected element on the learning continuum. | from: Term 1 to: Term 4 | \$3,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Totals | | \$6,370.00 | |

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--------------------------------|----------------------------------|------------------------|--|
| Creation of a third Prep class | from: Term 1 to: Term 4 | \$89,439.72 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education Support Staff |
| Totals | | \$89,439.72 | |

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|---|--|---|---|
| Schedule and organise professional learning on embedding and strengthening numeracy content knowledge through exploring the 6 numeracy focus areas | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Exploring MAV consultant</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Maths Toolkit</p> | <input checked="" type="checkbox"/> On-site |
| Weekly release of Learning Specialist to coach and mentor teachers | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| PLC teams will meet fortnightly alternating with staff meetings with a focus on improving learner agency for our teachers. PLC team leaders will continue to monitor, observe and give feedback on teacher's growth in their selected element on the learning continuum. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |