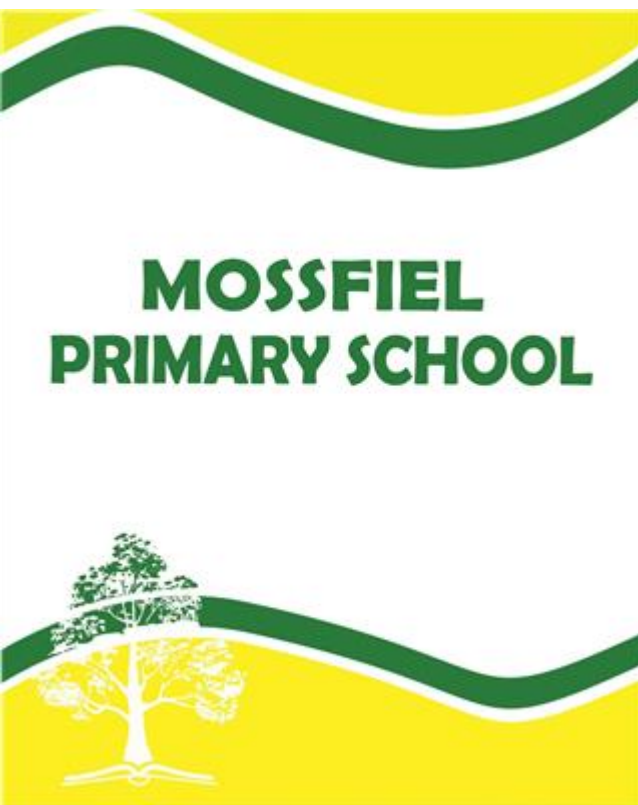# 2022 Annual Implementation Plan

for improving student outcomes

Mossfiel Primary School (5002)

Submitted for review by Paul Maisey (School Principal) on 09 March, 2022 at 04:32 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 03 June, 2022 at 01:48 PM
Endorsed by Emma Simpson (School Council President) on 08 June, 2022 at 07:53 AM

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 | Emerging |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

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

| Enter your reflective comments | Our 2021 school review has highlighted some key areas for future work, these are reflected in the above evaluation. These include, the updating and embedding of a quality instructional model (framework), the auditing and updating of the schools curriculum documentation, the need to strengthen our PLC process and the use of data to teach at each students point of need, develop and embed a culture of accountability, feedback and high expectations for all, develop and implement evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness and developing students as active and empowered learners (student voice). |

Considerations for 2022	in 2022 we will utilising the schools partnership with DSSI to support the development of School Instructional Framework (model) and auditing the schools curriculum documentation as well as the changes to the organisation design to include middle leaders as PLC leaders.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the achievement and learning growth of all students in Literacy and Numeracy
Target 2.1	**Achievement Targets** **NAPLAN High Benchmark:** Increase the proportion of Year 5 students achieving High Benchmark Growth (these targets may be reviewed once the school's 2021 NAPLAN results are accessible): • Reading from 33% (2019) to greater than 34% (2024) • Writing 20% (2019) to greater that 24% (2024) • Numeracy 26% (2019) to greater than 28% (2024) **NAPLAN Below Benchmark:** Reduce the below benchmark growth from:

	- Reading from 19% (2019) to less than 19% (2024) - Writing 22% (2019) to less than 20% (2024) - Numeracy 24% (2019) to less than 22% (2024) **NAPLAN Top Two Bands:** Increase the proportion of students achieving in the Top Two Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible) Year 3: - Reading from 53% (2019) to greater than 55% (2024) - Writing from 49% (2019) to greater than 50% (2024) - Numeracy from 33% (2019) to greater than 40% (2024) Year 5: - Reading from 21% (2019) to greater than 27% (2024) - Writing from 10% (2019) to greater than 20% (2024) - Numeracy from 14% (2019) to greater than 20% (2024) **Teacher Judgements Targets – Age-expected Level:** By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level - Reading and viewing from 77% (2020) to greater than 82% (S2, 2024) - Writing from 70% (2020) to greater than 76% (S2, 2024) - Number and algebra from 73% (2020) to greater than 78% (S2, 2024)
Target 2.2	**School Staff Survey targets:**

	By 2024, increase the positive endorsement levels of the following variables
	- Academic emphasis (56 percent in 2020) to at least 70 percent - Collective efficacy (62 percent in 2020) to at least 80 percent - Instructional leadership (75 percent in 2020) to at least 80 percent - Teacher collaboration (46 percent in 2020) to at least 75 percent
Target 2.3	**Attitudes to School Survey targets:** By 2024, increase the positive endorsement levels of the following variables - Differentiated learning challenge (81 percent in 2020) to at least 85 percent - Stimulated learning (68 percent in 2020) to at least 75 percent - Teacher concern (68 percent in 2020) to at least 75 percent
Key Improvement Strategy 2.a Building practice excellence	Strengthen all teachers' capacity to use data to teach to student point of need
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed consistent understanding and implementation of a high-quality, school-wide instructional model
Key Improvement Strategy 2.d Instructional and shared leadership	Develop and embed a culture of accountability, feedback and high expectations for all

Goal 3	To maximise students' engagement and wellbeing
Target 3.1	**Attendance targets:** By 2024, reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 19 days By 2024, reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 25 percent
Target 3.2	**Parent Opinion Survey targets:** By 2024, increase the positive endorsement levels of the following variables • Student agency and voice (68 percent in 2020) to at least 80 percent • Promoting positive behaviour (73 percent in 2020) to at least 80 percent • School connectedness (80 percent in 2020) to at least 90 percent • Not experiencing bullying (46 percent in 2020) to at least 70 percent
Target 3.3	**Attitudes to School Survey targets:** By 2024, increase the positive endorsement levels of the following variables: • Sense of connectedness (73 percent in 2020) to at least 80 percent • Student voice and agency (53 percent in 2020) to at least 70 percent

Key Improvement Strategy 3.a Health and wellbeing	Develop and implement evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness
Key Improvement Strategy 3.b Empowering students and building school pride	Develop students as active and empowered learners

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	Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent) Parent Opinion Survey targets: Increase the positive endorsement levels of the following variables. - Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%). - Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%) - School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%) - Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54%

			in 2021. SSP target 70%) Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables. - Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above 75%. (note 2020 53%, 2021 73% and SSP target 70%)

To maximise the achievement and learning growth of all students in Literacy and Numeracy	Yes	**Achievement Targets**
		
		NAPLAN High Benchmark:
		Increase the proportion of Year 5 students achieving High Benchmark Growth (these targets may be reviewed once the school's 2021 NAPLAN results are accessible):
		
		   • Reading from 33% (2019) to greater than 34% (2024)
		   • Writing 20% (2019) to greater that 24% (2024)
		   • Numeracy 26% (2019) to greater than 28% (2024)
		
		NAPLAN Below Benchmark:
		Reduce the below benchmark growth from:
		
		   • Reading from 19% (2019) to less than 19% (2024)
		   • Writing 22% (2019) to less than 20% (2024)
		   • Numeracy 24% (2019) to less than 22% (2024)
		
		NAPLAN Top Two Bands:
		Increase the proportion of students achieving in the Top Two
			Achievement Targets
			NAPLAN High Benchmark:
			Increase the proportion of Year 5 students achieving High Benchmark Growth:
			Reading at or above 19%
			Writing to greater that 21%
			Numeracy at or above 19%
			
			NAPLAN Below Benchmark:
			Reduce the below benchmark growth from:
			Reading from 19% (2019) to less than 19%
			Writing 22% (2019) to less than 20%
			Numeracy 24% (2019) to less than 22%
			
			NAPLAN Top Two Bands:
			Increase the proportion of students achieving in the Top Two Bands
			
			Year 3:
			Reading at or above 45%
			Writing at or above 42%
			Numeracy at or above 35%

		Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible)	Year 5: Reading at or above 25% (2021 result 23%) Writing from 10% (2019) to greater than 20% (2021 result 10%) Numeracy at or above 20% (2021 result 13%)

Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible)

Year 3:

- Reading from 53% (2019) to greater than 55% (2024)
- Writing from 49% (2019) to greater than 50% (2024)
- Numeracy from 33% (2019) to greater than 40% (2024)

Year 5:

- Reading from 21% (2019) to greater than 27% (2024)
- Writing from 10% (2019) to greater than 20% (2024)
- Numeracy from 14% (2019) to greater than 20% (2024)

Teacher Judgements Targets – Age-expected Level:
By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level

- Reading and viewing from 77% (2020) to greater than 82% (S2, 2024)
- Writing from 70% (2020) to greater than 76% (S2, 2024)
- Number and algebra from 73% (2020) to greater than 78% (S2, 2024)

Year 5:
Reading at or above 25% (2021 result 23%)
Writing from 10% (2019) to greater than 20% (2021 result 10%)
Numeracy at or above 20% (2021 result 13%)

Teacher Judgements Targets – Age-expected Level:
By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level

Reading and viewing from 77% (2020) to greater than 80% 2022
Writing from 70% (2020) to greater than 72% 2022
Number and algebra from 73% (2020) to greater than 75% 2022

School Staff Survey targets:

School Staff Survey targets:

Increase the positive endorsement levels

		By 2024, increase the positive endorsement levels of the following variables • Academic emphasis (56 percent in 2020) to at least 70 percent • Collective efficacy (62 percent in 2020) to at least 80 percent • Instructional leadership (75 percent in 2020) to at least 80 percent • Teacher collaboration (46 percent in 2020) to at least 75 percent	of the following variables - Academic emphasis (56 percent in 2020, 64% in 2021) to at least 70 percent in 2022 - Collective efficacy (62 percent in 2020 68% 2021) to at least 74% percent in 2022 - Instructional leadership (75 percent in 2020 59% 2021) to at least 75 percent in 2022 - Teacher collaboration (46 percent in 2020 47% 2021) to at least 65 percent in 2022
		Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables • Differentiated learning challenge (81 percent in 2020) to at least 85 percent • Stimulated learning (68 percent in 2020) to at least 75 percent • Teacher concern (68 percent in 2020) to at least 75 percent	Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables Differentiated learning challenge (81 percent in 2020, 93% in 2021) to be at or above 93% Stimulated learning (68 percent in 2020, 84% in 2021) to be at or above 84% Teacher concern (68 percent in 2020, 79% in 2021) to be at or above 80%
To maximise students' engagement and wellbeing	No	**Attendance targets:**	

		By 2024, reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 19 days By 2024, reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 25 percent	
		Parent Opinion Survey targets: By 2024, increase the positive endorsement levels of the following variables • Student agency and voice (68 percent in 2020) to at least 80 percent • Promoting positive behaviour (73 percent in 2020) to at least 80 percent • School connectedness (80 percent in 2020) to at least 90 percent • Not experiencing bullying (46 percent in 2020) to at least 70 percent	
		Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables:	

| | | Sense of connectedness (73 percent in 2020) to at least 80 percent Student voice and agency (53 percent in 2020) to at least 70 percent | |

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	Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent) Parent Opinion Survey targets: Increase the positive endorsement levels of the following variables. - Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%). - Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%) - School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%) - Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54% in 2021. SSP target 70%) Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables. - Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above 75%. (note 2020 53%, 2021 73% and SSP target 70%)
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Goal 2	To maximise the achievement and learning growth of all students in Literacy and Numeracy	
12 Month Target 2.1	Achievement Targets NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth: Reading at or above 19% Writing to greater that 21% Numeracy at or above 19% NAPLAN Below Benchmark: Reduce the below benchmark growth from: Reading from 19% (2019) to less than 19% Writing 22% (2019) to less than 20% Numeracy 24% (2019) to less than 22% NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands Year 3: Reading at or above 45% Writing at or above 42% Numeracy at or above 35%	

	Year 5: Reading at or above 25% (2021 result 23%) Writing from 10% (2019) to greater than 20% (2021 result 10%) Numeracy at or above 20% (2021 result 13%) Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level Reading and viewing from 77% (2020) to greater than 80% 2022 Writing from 70% (2020) to greater than 72% 2022 Number and algebra from 73% (2020) to greater than 75% 2022	
12 Month Target 2.2	School Staff Survey targets: Increase the positive endorsement levels of the following variables - Academic emphasis (56 percent in 2020, 64% in 2021) to at least 70 percent in 2022 - Collective efficacy (62 percent in 2020 68% 2021) to at least 74% percent in 2022 - Instructional leadership (75 percent in 2020 59% 2021) to at least 75 percent in 2022 - Teacher collaboration (46 percent in 2020 47% in 2021) to at least 65 percent in 2022	
12 Month Target 2.3	Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables Differentiated learning challenge (81 percent in 2020, 93% in 2021) to be at or above 93% Stimulated learning (68 percent in 2020, 84% in 2021) to be at or above 84% Teacher concern (68 percent in 2020, 79% in 2021) to be at or above 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen all teachers' capacity to use data to teach to student point of need	No

KIS 2 Curriculum planning and assessment	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed consistent understanding and implementation of a high-quality, school-wide instructional model	Yes
KIS 4 Instructional and shared leadership	Develop and embed a culture of accountability, feedback and high expectations for all	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.	Following the school review report, these areas were identified as priority goals and KIS.	

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	Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent) Parent Opinion Survey targets: Increase the positive endorsement levels of the following variables. - Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%). - Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%) - School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%) - Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54% in 2021. SSP target 70%) Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables. - Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above 75%. (note 2020 53%, 2021 73% and SSP target 70%)
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	Implementation of the tutor learning initiative
Outcomes	Student - involved in the TLI clearly articulate learning goals and know what they need to do to achieve their goals Teacher - Identify students learning needs and understand how to collaborate with tutors, leaders and parents

	Leaders (SIT) - Monitor the implementation of impact of the TLI				
Success Indicators	Date tracking system IEP Process inclusion into the TLI Feedback from students, tutor, teacher and parents regarding the implementation, what worked well and could be improved.				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Create a TLI PLC	☑ Leadership Partners (DSSI) ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$81,599.00 ☑ 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
Record and track data of students to be supported in the program	☑ Leadership Partners (DSSI) ☑ Leading 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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Review and strengthen the process for monitoring and improving attendance.
Outcomes	Students will: be able to articulate the importance of attending school and what celebrations the school has for those who attend regularly. Teachers will: understand the process for following up attendance and for referring those considered at risk of disengagement as well as celebrating those students who attend regularly or make improvements in attendance. This will include the addition of attendance date on school reports. Leaders will: develop a process for following up student absence, including the employment of a dedicated attendance office, creation of a focus group around attendance, and a process that is monitored for identifying and following up those considered at risk of disengagement as well as celebrating those students who attend regularly or make improvements in attendance.
Success Indicators	Evidence of regular communication and celebration re the importance of attendance. Newsletter, Assembly, Compass School based attendance procedure and documentation of agreed process for follow up. Minutes from Attendance Focus Group Process and evidence of follow up for those identified as at risk. Attendance data on school reports Clear process for the use and follow up for an attendance office as part of school process. Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and strength process for monitoring and improving attendance. Include social worker in the support process.	☑ 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
Employment of a dedicated attendance office	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$53,319.00 ☑ 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
Creating a process that is monitored for identifying and following up those considered at risk of disengagement.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$81,230.00

	☑ Wellbeing Team		to: Term 2	☑ 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 of a focus group around attendance	☑ 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
Celebrating those students who attend regularly or make improvements in attendance	☑ All Staff ☑ Assistant 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

Goal 2	To maximise the achievement and learning growth of all students in Literacy and Numeracy
12 Month Target 2.1	Achievement Targets
NAPLAN High Benchmark:
Increase the proportion of Year 5 students achieving High Benchmark Growth:
Reading at or above 19%
Writing to greater that 21%
Numeracy at or above 19%

NAPLAN Below Benchmark:
Reduce the below benchmark growth from:
Reading from 19% (2019) to less than 19%
Writing 22% (2019) to less than 20%
Numeracy 24% (2019) to less than 22%

NAPLAN Top Two Bands:
Increase the proportion of students achieving in the Top Two Bands

Year 3:
Reading at or above 45%
Writing at or above 42%
Numeracy at or above 35%

Year 5:
Reading at or above 25% (2021 result 23%)
Writing from 10% (2019) to greater than 20% (2021 result 10%)
Numeracy at or above 20% (2021 result 13%)

Teacher Judgements Targets – Age-expected Level:
By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level |

	Reading and viewing from 77% (2020) to greater than 80% 2022 Writing from 70% (2020) to greater than 72% 2022 Number and algebra from 73% (2020) to greater than 75% 2022
12 Month Target 2.2	School Staff Survey targets: Increase the positive endorsement levels of the following variables - Academic emphasis (56 percent in 2020, 64% in 2021) to at least 70 percent in 2022 - Collective efficacy (62 percent in 2020 68% 2021) to at least 74% percent in 2022 - Instructional leadership (75 percent in 2020 59% 2021) to at least 75 percent in 2022 - Teacher collaboration (46 percent in 2020 47% in 2021) to at least 65 percent in 2022
12 Month Target 2.3	Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables Differentiated learning challenge (81 percent in 2020, 93% in 2021) to be at or above 93% Stimulated learning (68 percent in 2020, 84% in 2021) to be at or above 84% Teacher concern (68 percent in 2020, 79% in 2021) to be at or above 80%
KIS 1 Curriculum planning and assessment	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
Actions	Audit and review our current curriculum documentation, with the plan to development a sequential learning journey for students from Foundation to Year 6
Outcomes	Student Outcomes: - Students will review curriculum documentation and provide feedback (School Leaders) Teacher Outcomes: - Teachers will understand how to use curriculum documentation to differentiate learning plans

	- Teachers will audit current practices to identify needs and will engage in the development of curriculum documents
	Leader Outcomes:
	- Leaders will audit current practices to identify needs and engage teachers in the development of curriculum documents
	- Leaders will have a shared and deep understanding of curriculum plan (purpose, content, structure)

Success Indicators	Evidence of work completed - documentation of the following: Feedback from students Documented feedback from Curriculum Focus group, PLC and SIT SIT meetings minutes outlining audit and review process, inducing DSSI leadership partner support

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.	☑ Leadership Partners (DSSI) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$81,599.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program	☑ Leadership Partners (DSSI)	☑ PLP Priority	from: Term 2	$15,000.00

PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – understanding norms and protocols and the inquiry cycle	☑ PLC Leaders ☑ School Improvement Team		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage DSSI Leadership Partners to support the implementation of a highly effective school wide inquiry based PLC process Term 1 Curriculum day (March 15th) - PLC Inquiry cycle - Use of data - The Why	☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Improvement Team	☐ 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
Engage DSSI Leadership Partners to support the SIT to audit and develop an action plan to create, shared understanding of curriculum plans (includes audit and action plan for engaging staff in review of curriculum documents)	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

KIS 2 Evidence-based high-impact teaching strategies	Embed consistent understanding and implementation of a high-quality, school-wide instructional model
Actions	Strategic PL plans to support implementation of instructional model SIT meetings Coaching
Outcomes	Students will; - articulate the structure of a lesson - understand the learning intention and success criteria and the purpose of the introduction Teachers - understand and implement the agreed instructional model - develop a deep understanding of the introduction part of the instructional model Leaders - will have a shared and deep understanding of all elements of the instructional model - Leader will audit current practices of the instructional model
Success Indicators	Evidence of work completed - documentation of the following:

	Strategic PL plans SIT meetings - Create and implement staff PL - measured impact PLC Inquiry implementation in SIT Coaching feedback PDP – Shared goal connected to teacher outcomes

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model	☑ Leadership Partners (DSSI) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$54,399.00 ☑ 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
SIT team to Engage DSSI Leadership Partners to support the planing and delivery of PL to support the agreed MPS instructional model Audit current instructional framework Create agreed model through a staff consultative process based on research Deep diving into instructional model through SIT and staff PL plan to embed a high quality instructional framework	☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Introduce a coaching program to support Curriculum framework implementation	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$81,599.00 ☑ 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	$666,000.00	$641,100.00	$24,900.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$666,000.00**	**$641,100.00**	**$24,900.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Create a TLI PLC	$81,599.00
Employment of a dedicated attendance office	$53,319.00
Creating a process that is monitored for identifying and following up those considered at risk of disengagement.	$81,230.00
Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.	$81,599.00
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – understanding norms and	$15,000.00

protocols and the inquiry cycle	
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model	$54,399.00
Introduce a coaching program to support Curriculum framework implementation	$81,599.00
Totals	**$448,745.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Create a TLI PLC	from: Term 1 to: Term 4	$81,599.00	☑ School-based staffing
Employment of a dedicated attendance office	from: Term 1 to: Term 4	$53,319.00	☑ School-based staffing
Creating a process that is monitored for identifying and following up those considered at risk of disengagement.	from: Term 1 to: Term 2	$81,230.00	☑ School-based staffing
Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.	from: Term 1 to: Term 4	$81,599.00	☑ School-based staffing

Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – understanding norms and protocols and the inquiry cycle	from: Term 2 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE)
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model	from: Term 1 to: Term 4	$54,399.00	☑ School-based staffing
Introduce a coaching program to support Curriculum framework implementation	from: Term 1 to: Term 4	$81,599.00	☑ School-based staffing
Totals		$448,745.00	

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
Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.	from: Term 1 to: Term 4	$0.00	
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – understanding norms and protocols and the inquiry cycle	from: Term 2 to: Term 4	$0.00	
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy and numeracy resources - Including book packs	$100,000.00
Professional Development PLC	$45,000.00
Additioinal Cost Mental health and wellbing coordinator	$15,000.00
CRT Replacement for PL	$30,000.00
Totals	$190,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy and numeracy resources - Including book packs	from: Term 1 to: Term 4	$100,000.00	☑ Teaching and learning programs and resources
Professional Development PLC	from: Term 1 to: Term 4	$45,000.00	
Additioinal Cost Mental health and wellbing coordinator	from: Term 1 to: Term 4	$17,355.00	
CRT Replacement for PL	from: Term 1 to: Term 4	$30,000.00	
Totals		$192,355.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy and numeracy resources - Including book packs	from: Term 1 to: Term 4		

Professional Development PLC	from: Term 1 to: Term 4		
Additioinal Cost Mental health and wellbing coordinator	from: Term 1 to: Term 4		
CRT Replacement for PL	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Literacy and numeracy resources - Including book packs	from: Term 1 to: Term 4	$0.00	
Professional Development PLC	from: Term 1 to: Term 4	$0.00	
Additioinal Cost Mental health and wellbing coordinator	from: Term 1 to: Term 4	$0.00	

CRT Replacement for PL	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Create a TLI PLC	☑ Leadership Partners (DSSI) ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Student Achievement Manager	☑ On-site
Review and strength process for monitoring and improving attendance. Include social worker in the support process.	☑ Assistant Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Employment of a dedicated attendance office	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff	☑ On-site
Engage DSSI Leadership Partners to support the implementation of a highly effective School Improvement Team.	☑ Leadership Partners (DSSI) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ School improvement partnerships	☑ On-site

Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – understanding norms and protocols and the inquiry cycle	☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Improvement Team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ School improvement partnerships	☑ On-site
Engage DSSI Leadership Partners to support the SIT to audit and develop an action plan to create, shared understanding of curriculum plans (includes audit and action plan for engaging staff in review of curriculum documents)	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ School improvement partnerships	☑ On-site
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model	☑ Leadership Partners (DSSI) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

SIT team to Engage DSSI Leadership Partners to support the planing and delivery of PL to support the agreed MPS instructional model Audit current instructional framework Create agreed model through a staff consultative process based on research Deep diving into instructional model through SIT and staff PL plan to embed a high quality instructional framework	☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Introduce a coaching program to support Curriculum framework implementation	☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site