2022 Annual Implementation Plan

for improving student outcomes

Princes Hill Primary School (2955)

Submitted for review by Esme Capp (School Principal) on 04 August, 2022 at 03:00 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 12 September, 2022 at 01:45 PM
Endorsed by Monique Halliday (School Council President) on 12 September, 2022 at 03:59 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	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	Embedding
	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	The actions against our strategic plan over the last four years have resulted in strong gains regarding teachers' understanding and alignment of the school's pedagogical model, of differentiation to enable every child to experience a year's growth, and of growth itself. Teachers now have a much greater understanding of data, particularly regarding teacher judgement. Moderation of teacher judgement, though improved across the school, continues to provide challenges with semester two 2021 being inconsistent for year six children challenged by the lack of engagement during remote learning and then the focus of graduation upon returning to school.

	The strengths of the school's learning and teaching program, our pedagogical model, physical spaces, residencies and inquiries continues enable opportunities for deep and authentic learning. In 2021, the focus on PLCs continued enabling teachers to reflect on their practice. Inquiry planning documents were also updated during 2021, which was accompanied by four weeks of staff professional learning. Remote learning continued to be a challenge and resulted in a shift to more didactic teaching.
	The focus on communicating the school's pedagogical model with the wider school community through SeeSaw, school blogs and our Talking Point newsletter. The decision by school council at the final meeting of 2021 to use social media in 2022, namely Facebook, will provide another opportunity to strengthen the communication with the wider school community and will build on the live streaming of events and web conferencing of meeting which were introduced during remote learning. Covid-19 restrictions resulted in the cancelling of our end of year learning expo, and prep transition programs.
Considerations for 2022	It is anticipated that the strategic review scheduled for term one, will bring greater clarity to our strategic goals beyond term one.
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	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.
Target 2.1	By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: • NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 90 per cent • NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 86 percent By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: • Writing for males will increase from 31 percent (2021) to 40 per cent • Numeracy for females increase from 5 per cent (2021) to 20 per cent.

Target 2.2	By 2025, the New Metrics learner agency for Year 5 and 6 students will increase by 4 per cent from (< insert 2022 benchmark data>) to (< insert target>).
Target 2.3	By 2025, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: • Reading and Viewing from 87 per cent (2021) to 93 per cent • Writing from 88 per cent (2021) to 94 per cent • Number and Algebra from 95 per cent (2021) to 98 per cent
Target 2.4	By 2025, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: • Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent • Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 83 per cent
Target 2.5	By 2025, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors: • Collective efficacy from 81 per cent (2021) to 87 per cent • Academic emphasis from 80 per cent (2021) to 86 per cent

	• Skills to measure impact from 72 per cent (2021) to 78 per cent
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop and embed whole-school assessment and recognition practices.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed the school's model of learning to enable enhanced opportunities for students to take responsibility and agency for their learning and communicate this with parents and teachers.
Key Improvement Strategy 2.d 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	Development continuum of teaching practice that further enhances collective teacher efficacy aligned to the school vision.
Goal 3	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.

Target 3.1	By 2025, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: • Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent • Emotional awareness and regulation from 72 per cent (2021) to 78 per cent • Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.
Target 3.2	By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: • Teacher collaboration from 57 per cent (2021) to 65 per cent • Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. • Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent.
Target 3.3	By 2025, the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factors: • Confidence and resiliency skills from 76 per cent (2021) to 80 per cent • Student voice and agency from 72 per cent (2021) to 76 per cent • Teacher communication 59 per cent (2021) to 63 per cent.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum	Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and embed the school's model of learning to enable strong and capable children.

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	12 months growth in 12 months for all students according to Victorian Curriculum teacher judgement or ILP plans in both English and mathematics. Improvement in the total average score for social, academic, and emotional behaviour ratings in the DET Student Check-In Resource, also known as SAEBRS. Growth in staff competency to manage their own well being, evidence through data aligned to individual staff welling being plans.
Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.	Yes	By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: • NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 90 per cent	In 2022, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 85 per cent

		• NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 86 percent By 2025, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: • Writing for males will increase from 31 percent (2021) to 40 per cent • Numeracy for females increase from 5 per cent (2021) to 20 per cent.	NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 81 percent
		By 2025, the New Metrics learner agency for Year 5 and 6 students will increase by 4 per cent from (< insert 2022 benchmark data>) to (< insert target>).	Set bench mark data for New Metrics Learner agency in 2022.
		By 2025, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: • Reading and Viewing from 87 per cent (2021) to 93 per cent • Writing from 88 per cent (2021) to 94 per cent • Number and Algebra from 95 per cent (2021) to 98 per cent	In 2022, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: Reading and Viewing from 87 per cent (2021) to 88 per cent Writing from 88 per cent (2021) to 89 per cent Number and Algebra maintained at 95% as in (2021).

		By 2025, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: • Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent • Self-regulation and goal setting from 79 per cent (2019) and 73 per cent (2021) to 83 per cent	In 2022, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent to 85% 2022
		By 2025, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors: • Collective efficacy from 81 per cent (2021) to 87 per cent • Academic emphasis from 80 per cent (2021) to 86 per cent • Skills to measure impact from 72 per cent (2021) to 78 per cent	In 2022, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors: Collective efficacy from 81 per cent (2021) to 82 per cent Academic emphasis from 80 per cent (2021) to 81 per cent
Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.	Yes	By 2025, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey?factors:	In 2022, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: Sense of connectedness from 78 per cent

		• Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 80 per cent • Emotional awareness and regulation from 72 per cent (2021) to 78 per cent • Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.	(2019) and 74 per cent (2021) to 75 per cent Emotional awareness and regulation from 72 per cent (2021) to 73 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.
		By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: • Teacher collaboration from 57 per cent (2021) to 65 per cent • Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. • Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent.	In 2022, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: Teacher collaboration from 57 per cent (2021) to 58 per cent Staff psychological safety set a benchmark Staff safety and wellbeing consultation and participation set a benchmark
		By 2025, the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factors: • Confidence and resiliency skills from 76 per cent (2021) to 80 per cent • Student voice and agency from 72 per cent (2021) to 76 per cent	In 2022 , the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factor: Confidence and resiliency skills from 76 per cent (2021) to 77 per cent

		• Teacher communication 59 per cent (2021) to 63 per cent.	

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	12 months growth in 12 months for all students according to Victorian Curriculum teacher judgement or ILP plans in both English and mathematics. Improvement in the total average score for social, academic, and emotional behaviour ratings in the DET Student Check-In Resource, also known as SAEBRS. Growth in staff competency to manage their own well being, evidence through data aligned to individual staff welling being plans.

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	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.
12 Month Target 2.1	In 2022, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 85 per cent NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 81 percent
12 Month Target 2.2	Set bench mark data for New Metrics Learner agency in 2022.
12 Month Target 2.3	In 2022, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: Reading and Viewing from 87 per cent (2021) to 88 per cent Writing from 88 per cent (2021) to 89 per cent Number and Algebra maintained at 95% as in (2021).
12 Month Target 2.4	In 2022, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent to 85% 2022
12 Month Target 2.5	In 2022, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors: Collective efficacy from 81 per cent (2021) to 82 per cent Academic emphasis from 80 per cent (2021) to 81 per cent

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff and student understanding and capacity to measure and respond to agency and challenge in Collective Inquiry.	No
KIS 2 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop and embed whole-school assessment and recognition practices.	Yes
KIS 3 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed the school's model of learning to enable enhanced opportunities for students to take responsibility and agency for their learning and communicate this with parents and teachers.	No
KIS 4 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	Development continuum of teaching practice that further enhances collective teacher efficacy aligned to the school vision.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	An analysis of the school's NAPLAN, teacher judgments and school-based assessment identified many students making above expected learning gain however some inconsistencies in teacher judgment evident with students evidencing higher outcomes on NAPLAN than teacher judgements. The review Panel agreed that further development of a whole school approach to enhance collective efficacy with a particular focus on the triangulation of evidence and data, interpreting results and enhanced student driven feedback cycles were areas for further direction.	
Goal 3	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.	
12 Month Target 3.1	In 2022, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 75 per cent Emotional awareness and regulation from 72 per cent (2021) to 73 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.	
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12 Month Target 3.3	In 2022 , the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factor: Confidence and resiliency skills from 76 per cent (2021) to 77 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed the school's model of learning to enable enhanced depth of learning and student agency.	No

KIS 2 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and embed the school's model of learning to enable strong and capable children.	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.	The Review Panel agreed that Princes Hill Primary School had further established its positive school climate for learning. All focus group participants displayed high levels of pride and connectedness in their school. Parent feedback from surveys and school facilitated focus groups highlighted that most families felt a strong community connection to the school and understood and believed in the school philosophy. So areas for further efforts for inclusion and enhanced community connection were identified. The Review Panel agreed the school had sustained a high level of commitment and focused on enhancing the wellbeing of all members of the school community throughout the 2017-21 School Strategic Plan period. The Panel agreed that the next progression of the school's wellbeing focus is to embed further deep learning approaches to enhance mental wellbeing.	

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.
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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	One on one or small group programs to response to identified needs for a differentiated program in English and mathematics. Differentiated programs with in the neighbourhoods.
Outcomes	Leaders will: Identify children to participate in the tutoring program. Identify the goals of the tutoring program. Employ tutors. Teachers will: Provide meaningful and authentic activities where tutoring program can provide meaningful adjustments. Conference with children to identify specific learning goals. Tutors will:

	Tutor children at their point of need, working towards stated learning goals. Children will: Know and own their learning goals. Have voice and agency in their learning and goal development. Celebrate and articulate their learning.
Success Indicators	Leaders: Effective tutoring program in place. Evidence growth through assessment against individually determined goals. Teachers: Authentic, meaningful deep learning experiences. Evidence growth through assessment against individually determined goals. Children: Evidence growth through assessment against individually determined goals.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of the 2022 tutoring program and differentiated learning program	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$9,077.00 ☑ 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	Implementation of the Respectful Relationships program and well being program aligned to the school pedagogical model and developmental goals for children.
Outcomes	Leaders will: Identify and appoint a working party to oversee the implementation of the Respectful Relationships program. Provide feedback and guidance to the working party. Create a culture of respect and inclusivity. Working party will: Identify developmental goals/purpose of the program. Align the program with the school's pedagogical model. Provide feedback and guidance to the teachers. Communicate the vision and goals of the RR program to teachers. Communicate the implementation plan to teachers. Monitor the effectiveness and implementation of the RR program. Create a culture of respect and inclusivity. Teachers will: Align the developmental goals and learning activities with the children's ZPD. Create a culture of respect and inclusivity. Children will: Create a culture of respect and inclusivity.
Success Indicators	An implemented Respectful Relationships program. Working party: An implemented Respectful Relationships program. Teachers: Conferencing and anecdotal notes identifies actual development. An understanding of the developmental goals and worth of the RR program.

	Children: Student opinion survey indicates that children treat each other with respect in this school.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation and evaluation of program	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$9,077.00 ☑ 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	Enact the learning vision in every child so they progress and attain deep learning, which includes the Victorian Curriculum outcomes.
12 Month Target 2.1	In 2022, the percentage of students achieving above NAPLAN benchmark growth from Year 3 to Year 5 will improve: NAPLAN Reading for Year 3 to Year 5 will increase from 84 per cent (2021) to 85 per cent NAPLAN Numeracy for Year 3 to Year 5 will increase from 80 percent (2021) to 81 percent
12 Month Target 2.2	Set bench mark data for New Metrics Learner agency in 2022.
12 Month Target 2.3	In 2022, at or above expected growth learning growth as measured by teacher judgment (Semester two to Semester two) will increase: Reading and Viewing from 87 per cent (2021) to 88 per cent Writing from 88 per cent (2021) to 89 per cent Number and Algebra maintained at 95% as in (2021).

12 Month Target 2.4	In 2022, the positive percentage endorsement rate for years 4 to 6 students will improve in the Student Attitudes to School Survey factors: Differentiated learning challenge from 78 per cent (2019) and 77 per cent (2021) to 85 per cent to 85% 2022
12 Month Target 2.5	In 2022, the positive percentage endorsement rate will improve in the School Staff Survey(SSS) factors: Collective efficacy from 81 per cent (2021) to 82 per cent Academic emphasis from 80 per cent (2021) to 81 per cent
KIS 1 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop and embed whole-school assessment and recognition practices.
Actions	Use the DET student check in tool for all students across the school once per term.
Outcomes	Leaders will: Evaluate the DET student check in data. Identify year level trends and professional learning needs. Provide professional development, eg PTR model, challenging behaviours Consult with regional and other external experts Teachers will: Use the check in tool once per term. Develop an increase understanding for social and emotional at risk students. Develop and implement programs and other inventions to use with at risk students.
Success Indicators	Teachers will: Developed confidence in identifying and supporting emotional and social at risk children. See a decrease in at risk students for social and emotional domains according to DET student check in data.

	Children will: Decrease in behaviours typical for socially and emotionally at risk children.				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Use the DET check in tool once per term.	☑ Teacher(s)	☑ PLP Priority	from: Term 3 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	
Analyse data and communicate with staff.	☑ Wellbeing Team	☐ PLP Priority	from: Term 3 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 programs and processes to support socially and emotionally at risk children.	☑ Teacher(s)	☐ PLP Priority	from: Term 3 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 3	Optimise the learning culture and environment where every child develops as a capable, confident learner who achieves success at school in a way that suits their culture, experiences and aspirations.
12 Month Target 3.1	In 2022, the positive percentage endorsement rate will improve for the following Student Attitudes to School Survey factors: Sense of connectedness from 78 per cent (2019) and 74 per cent (2021) to 75 per cent Emotional awareness and regulation from 72 per cent (2021) to 73 per cent Managing bullying from 72 per cent (2019) and 71 percent (2021) to 73 per cent.
12 Month Target 3.2	In 2022, the positive percentage endorsement rate will improve in the Staff Opinion Survey for the following factors: Teacher collaboration from 57 per cent (2021) to 58 per cent Staff psychological safety set a benchmark Staff safety and wellbeing consultation and participation set a benchmark
12 Month Target 3.3	In 2022 , the positive percentage endorsement rate will improve on the Parent Opinion Survey for the following factor: Confidence and resiliency skills from 76 per cent (2021) to 77 per cent
KIS 1	Further develop and embed the school's model of learning to enable strong and capable children.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	Review and Development of Individual Education Plans IEP. Review and Development of Behaviour management plans.
Outcomes	Leaders will: Review the IEP and behaviour plan systems and processes. Identify and implement a roadmap to support changes recommended by this review. Teachers will: Ensure all students who require an IEP, have an IEP which is a key tool in supporting their learning. Ensure all students who require a behaviour plan, have a behaviour plan which is a key tool in reducing challenging behaviours and increasing positive behaviours. Understand how to write, implement and evaluate long and short term goals.
Success Indicators	Leaders will: Communicate the results of the review and expectations regarding IEPs, behaviour plans and their implementation in the staff handbook. Curate IEP and behaviour plan exemplars. Teachers will: Report in creased confidence in creating, implementing and evaluating IEPs and behaviour plans through surveying.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review IEP and behaviour plan processes and success.	☑ Leadership Team	☑ PLP Priority	from: Term 3 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
Identify staff professional learning.	☑ Leadership Team	☐ PLP Priority	from: Term 3 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 new IEP and behaviour plan processes.	☑ Teacher(s)	☐ PLP Priority	from: Term 3 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
Document new processes and identify exemplars.	☑ Leadership Team	☐ PLP Priority	from: Term 3 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	$18,311.00	$18,154.00	$157.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$18,311.00**	**$18,154.00**	**$157.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implementation of the 2022 tutoring program and differentiated learning program	$9,077.00
Implementation and evaluation of program	$9,077.00
Totals	**$18,154.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implementation of the 2022 tutoring program and differentiated learning program	from: Term 1 to: Term 4	$9,077.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

			☑ CRT
			☑ Support services
Implementation and evaluation of program	from: Term 1 to: Term 4	$9,077.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$18,154.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of the 2022 tutoring program and differentiated learning program	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implementation and evaluation of program	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Kristen Douglas Headspace ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Use the DET check in tool once per term.	☑ Teacher(s)	from: Term 3	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

		to: Term 4	☑ Design of formative assessments			
Review IEP and behaviour plan processes and success.	☑ Leadership Team	from: Term 3 to: Term 4	☑ Planning	☑ Whole School Pupil Free Day	☑ External consultants Regional professional practice leaders	☑ On-site