

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Albany Rise Primary School (5427)



Submitted for review by Judith Drew (School Principal) on 17 March, 2022 at 08:06 PM

Endorsed by Kerry Wood (Senior Education Improvement Leader) on 18 March, 2022 at 01:55 PM

Endorsed by Ben Rowe (School Council President) on 24 March, 2022 at 11:33 AM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase the number of students in the top two NAPLAN bands in numeracy: Year 3: - numeracy from 39% (2021) to 40% Year 5: -numeracy from 38% (2021) to 39% Increase participation rates for Staff Survey to greater than 75% Increase the participation rates for ATOSS to 92%
<b>KIS 1</b> 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
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Further develop the Equity Support program for teacher and students, including individual, small group and in-class intervention</li> <li>* Further extend the Tutoring support program</li> <li>* Provide explicit Professional Learning for staff to develop Individual Education Plans for Students</li> <li>* Undertake Learning Walks and Talks and provide feedback to staff on the use of student individual personal goals for Numeracy, based on Maths Ninja Program</li> <li>* Strategically resource the QuickSmart intervention program for targeted students in Mathematics</li> <li>* Strategically resource the Maths Olympiad program for students to be extended in Mathematics</li> </ul>
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- be able to state their mathematics learning goal, why it was chosen, and next steps in their learning</li> <li>- be able to state how they are progressing in their mathematics learning</li> <li>- be able to provide examples of their progress in mathematics through tangible results; bookwork, assessments, annotated teacher feedback, goals achieved</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- work with students to develop personalised learning targets for mathematics based on Maths Ninja (or other tangible skills from VC).</li> </ul>

	<ul style="list-style-type: none"> <li>- assist students to track progress and achieve their goals through explicit instruction</li> <li>- record student progress and provide timely and regular feedback to students on their progress towards achieving goals</li> <li>- work with Tutors/ Equity support team to develop IEPs for students above or below learning level</li> <li>- communicate student learning progress regularly to parents</li> </ul> <p>ES will:</p> <ul style="list-style-type: none"> <li>- develop resources and confer with teachers on the progress of students in the QuickSmart program</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- allocate time and resources for programs to be undertaken</li> <li>- ensure LWT feedback is provided through meeting agendas</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Data tracking on Google forms and Data wall for Maths Ninja completed at least twice during the year</li> <li>- Teacher judgement for Number align with Maths Ninja data</li> <li>- Teacher Reports to parents include a statement on Maths Ninja progress</li> <li>- IEPs are completed and student goal progress noted and shared with parents/ teachers/ tutors</li> <li>- QuickSmart program data shows student growth over time</li> <li>- Equity intervention, HAPL, and tutoring staff provide data on student progress, accessible to all staff as needed</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Equity Intervention program	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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
QuickSmart intervention Program	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$7,000.00

			to: Term 4	<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
Tutoring Extension an REmediation Program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Mathematics Olympiad program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Student Enrichment Program: VCES & VHAP	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Professional Learning: Explicit instruction for the development of IEPs and student personal learning goals	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* strategically engage with NEVR Health &amp; Wellbeing Key Contact to triage student needs and allocate supports</li> <li>* work with BeYou to access resources and Professional Learning for staff and student Wellbeing</li> <li>* recruit a new Primary Welfare Officer 0.4 to lead support processes for student engagement and wellbeing</li> <li>* create a process to monitor and share the wellbeing needs of students</li> <li>* Liaise and develop programs to support student and staff wellbeing through: Kids Hope, OnPsych, Child First, Anglicare; Monash Youth and Family Services and other available community wellbeing services</li> <li>* provide staff Professional Learning in: Trauma informed teaching practices; personal well being &amp; self care; Social and Emotional Learning for students (VC), developing student behaviour support plans, Attendance plan development</li> <li>* provide Staff Professional Learning in: ASTI cultural understanding, student voice and agency, using and responding to wellbeing data (eg AtoSS and BeYou survey, Compass Chronicle Data), student ready to learn plans/ safety planning, zones of regulation</li> <li>* work with Koorie Education Support Officer (KESO) to increase ATSI student attendance and engagement</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to state what 'zone' they are in and how they know they are ready to learn</li> <li>- know who to go to for wellbeing support and can name people to help them</li> <li>- know what to do if a peer needs wellbeing support</li> <li>- understand and state how they have a voice in the development and review of routines and wellbeing practices in the classroom and school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- review data from student surveys and feedback and determine tangible changes to classroom practice in response to data, with input from students</li> <li>- engage in professional learning to support student and self care and wellbeing, personal voice and confidence</li> <li>- refer students to support services if needed, through consultation with leadership</li> <li>- work with students and families to develop individual plans for engagement/ behaviour/ wellbeing</li> <li>- proactively teach wellbeing strategies through weekly SEL lessons</li> <li>- take available opportunities to express their views and proactively respond to data about school climate</li> </ul> <p>ES will:</p> <ul style="list-style-type: none"> <li>- liaise with teachers to ensure individual BSPs match current student needs</li> <li>- liaise with community support agencies (through ARPS) community liaison, including KESO and BeYou</li> </ul> <p>Leaders will:</p>			

	<ul style="list-style-type: none"> <li>- ensure all staff are aware of whole school available resources for students wellbeing</li> <li>- work with PWO to develop a realistic role description and triage approach for students/families needing wellbeing support</li> <li>- work with staff to strategically plan a series of PL to support student Wellbeing</li> </ul>			
<b>Success Indicators</b>	<p>6 months:</p> <ul style="list-style-type: none"> <li>- students can all state at least one person who they feel connected to at school and can trust if they need help (survey data)</li> <li>- students can state how they have a voice in wellbeing decisions in their class and school</li> <li>- teachers can confidently develop attendance support plan and BSP in collaboration with students and parents</li> <li>- teachers collect student wellbeing data and plan SEL lessons weekly based on data and feedback</li> <li>- students can state their personal learning (social learning) goal, why it was chosen and the next steps they are taking to achieve their goal</li> <li>- PWO role description complete and roles allocated and underway including:Peer Mediation, Kids Hope, Attendance Tracking</li> <li>- Staff Procotols for sharing and having a voice in staff forums evident through practice and feedback</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>- SEL lessons embedded in weekly planning and PLC practices, including the use of data to develop plans</li> <li>- Wellbeing reference materials available to all community members through various portals (Compass/ Dojo/ Facebook)</li> <li>- ATSI students high levels of engagement evident in attendance data</li> <li>- AtoSS data for Teacher Concern increased from 2021. Great than 90% of students to complete survey.</li> <li>- evidence of progress towards embedding on the FISO continuum for engagement, support and resources</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop role description and triage students with Primary Welfare Officer	<input checked="" type="checkbox"/> Administration Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide staff Professional Learning in: Trauma informed teaching practices; personal well being & self care; Social and Emotional Learning for students (VC), developing student behaviour support plans, Attendance plan development	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Staff Professional Learning in: ASTI cultural understanding, student voice and agency, using and responding to wellbeing data (eg AtoSS and BeYou survey, Compass Chronicle Data), student ready to learn plans/ safety planning, zones of regulation	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve student learning outcomes in literacy and numeracy.			



<p><b>12 Month Target 2.1</b></p>	<p>Increase the number of students in the top two NAPLAN bands in numeracy:  Year 3:  - numeracy from 39% (2021) to 40%  Year 5:  -numeracy from 38% (2021) to 39%  Increase the number of students in the top two NAPLAN bands in Literacy, reading and writing:  Year 3:  -Reading from 46% (2021) to 47%  -Writing from 54% (2021) to 55%  Year 5:  -Reading from 34% (2021) to 35%  -Writing from 23% (2021) to 24%</p>
<p><b>12 Month Target 2.2</b></p>	<p>Increase the percentage of students above NAPLAN benchmark growth in writing and spelling at:  Year 5  -Writing from 19% (2021) to 20%  -Spelling from 20% (2021) to 21%</p>
<p><b>12 Month Target 2.3</b></p>	<p>Increase the percentage of students who achieve at or above the expected level in teacher judgements (Victorian Curriculum):  -reading and viewing from 83% to (2020) 84%  -writing from 75% to (2020) 76%  -number and algebra from 82% (2022) to 83%</p>
<p><b>12 Month Target 2.4</b></p>	<p>Increase positive endorsement as measured by the School Staff Survey (SSS) for:  -Academic emphasis from 67% (2020) to 68%  -Collective efficacy from 64% (2020) to 65%</p>
<p><b>12 Month Target 2.5</b></p>	<p>Increase positive endorsement as measured by the Attitude to School Survey (AtoSS) for:  -Self-regulation and goal setting from 86% (2019) to 87%  -Differentiated learning challenge from 85% (2019) to 86%  -Student voice and agency from 62% (2019) to 63%  -Stimulated learning from 80% (2019) to 81%</p>
<p><b>KIS 1</b> Building practice excellence</p>	<p>Enhance and consolidate a consistent whole-school approach to high-quality instructional practice.</p>

<b>Actions</b>	<p>Develop staff collective efficacy and understanding of collective responsibility</p> <p>Engage students in learning through differentiation</p> <p>Develop ways to increase student voice and agency in their learning</p>
<b>Outcomes</b>	<p>Students will:</p> <p>Collaborate with their teacher to set-up differentiated learning goals</p> <p>Explain how their learning goals are chosen and reviewed</p> <p>Articulate what they are learning and why (Learning Intention)</p> <p>Articulate how they can be successful in their learning (Success Criteria)</p> <p>Complete a school developed survey about student voice and agency and differentiation (Term 2)</p> <p>Give feedback on learning through conferencing and circle time (student voice)</p> <p>Consistently review learning goals through conferencing with their teacher (agency)</p> <p>Complete a school developed survey about student voice and agency and differentiation (Term 3 and 4)</p> <p>Teachers will:</p> <p>Collaborate to develop a student survey about learning- differentiation and student voice and agency</p> <p>Complete a peer observation each term and reflect on their own practice</p> <p>Display learning intentions and co-construct success criteria with students in every lesson</p> <p>Use Reading, Writing and Maths conferencing to discuss and set differentiated learning goals with students</p> <p>Use formative and summative assessments to plan differentiated learning tasks</p> <p>Use data from the student survey to plan for student voice and agency opportunities</p> <p>Use data from the student survey to plan for student voice and agency opportunities</p> <p>Understand and articulate new FISO priorities</p> <p>Build a consistent approach to conferencing with students and continually review student goals</p> <p>Use circle time to provide opportunities for student voice and feedback on learning</p> <p>Leaders will:</p> <p>Complete LWT with Curriculum Team leaders across the school and provide feedback to staff</p> <p>Allocate time for peer observations and set-up a timetable</p> <p>Provide professional learning on how to effectively differentiate learning</p> <p>Implement new FISO priorities across the school</p> <p>Provide professional learning to staff on FISO initiatives</p> <p>Provide professional learning on how to build student voice and agency</p>
<b>Success Indicators</b>	<p>6 months:</p> <p>PL delivered to staff on HITS- Differentiation</p>

	<p>PL delivered to staff on Student Voice and Agency  LWT evidence shows consistency in use of student goals  Observations of classrooms and other areas of the school (e.g. differentiation)  Peer Observation templates used by staff with HITS focus on Differentiation  Students IEPs will describe adjustments to meet their needs</p> <p>12 months:  Victorian Curriculum will show growth in learning for Reading, Writing, Maths  AtoSS increase in results: differentiated learning challenge and student voice and agency  SSS increase in results: academic emphasis and collective efficacy  Improved Staff Opinion Survey around collective efficacy- clear understanding of roles</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Set-up PLC expectations with all staff and Self-assess against the PLC Maturity Matrix at least twice each term	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Set-up LWT schedule and expectations and all staff undertake Peer Observations processes a least once per term	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Plan for moderation opportunities during PLC/ Staff Meetings Use Assessment Schedule to triangulate data on assessments completed	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Review student goal setting through LWT sessions and feedback to staff	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <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
Provide whole staff professional learning on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Develop student survey about learning- differentiation and student voice and agency and develop a targeted response and actions based on data collected	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
<b>KIS 2</b> Empowering students and building school pride	Empower students in the learning process through activating student voice and agency.			

<b>Actions</b>	Build staff capacity to create an optimal learning environment Utilise PLC cycles to personalise learning and target student learning needs Develop and Audit Scope and sequence to match Victorian curriculum for Reading, Writing, Mathematics Embed student voice opportunities in curriculum planning, instructional model and assessment tasks Provide professional learning for ARPS curriculum planning approach to ensure consistency of practice school wide
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- be able to confidently state the sequence of instructional practice for Reading, Writing, Maths</li> <li>- be able to state consistent classroom practices for high expectations: bookwork, resource use, peer collaboration, feedback and goal setting</li> <li>- confidently state their learning goals for Reading, Writing and Mathematics; how they chose this goal and next steps in their learning</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- use PLC cycles to monitor and track student progress in Reading, writing, Mathematics</li> <li>- provide regular (at least x2 per term) evidence based feedback to students on their progress and achievements towards individual learning goals</li> <li>- ensure a schedule of conferencing is established in the classroom for each student</li> <li>- undertake and respond to feedback from LWT linked to whole school expectations for Literacy and Numeracy</li> <li>- ensure explicit instruction is evident through weekly curriculum programs; LI.SC. key words, anchor charts in classrooms.</li> <li>- provide opportunities and processes for students to celebrate success (eg class display/ Ninja certificates/ Dojo messages to parents)</li> <li>- follow the ARPS Assessment Schedule when planning and undertaking assessments</li> <li>- include vocabulary development as part of instructional practice</li> </ul> ES will: <ul style="list-style-type: none"> <li>- access individual student learning goals to target learning needs of individual students with teacher support</li> </ul> Leaders will: <ul style="list-style-type: none"> <li>- ensure a collective approach to curriculum planning and assessment is evident in PLC cycle goals and targets (shared responsibility)</li> <li>- Provide Professional Learning including staff collaboration to further develop whole school assessment schedule, moderation processes, HITS (differentiation/ feedback).</li> <li>- Provide professional learning to embed instructional model in Reading, Writing, Mathematics</li> <li>- Provide professional learning on evidence based spelling and writing approaches inclusive of student voice</li> </ul>
<b>Success Indicators</b>	6 months: <ul style="list-style-type: none"> <li>- LWT data shows consistency of practice in Instructional practice across the school</li> <li>- Students' goal progress evident in teacher assessment data and PLC cycles</li> <li>- teachers develop and use a range of tools and evidence to reflect on, track and celebrate personal learning progress ( eg VCOP,</li> </ul>

	<p>student checklists, portfolios, rubrics, pre and post assessments)</p> <ul style="list-style-type: none"> <li>- Scope and sequence for reading and writing completed</li> <li>- VCOP displays are working 'documents' with student input on Vocabulary</li> <li>- Whole School Moderation for VCOP undertaken in line with VC.</li> <li>- confirm and implement a whole school spelling approach</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>- Whole school agreed teaching practices for reading, writing, mathematics are documented and evident in LWT</li> <li>- agreed classroom practices for reading conferring notes and in data tracking tools are evident</li> <li>- Data wall and PLC data shows student growth in Writing, Spelling and Mathematics</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide Professional Learning to support teachers to model and students to track their thinking in their readers' notebook.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Provide Professional Learning for all staff outlining whole school expectations for creating a quality physical learning environment for English and Mathematics instruction (Bookwork, displays, resources, anchor charts, etc)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
PLC teams to utilise meeting format and assessment tracking tools in scheduled meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Provide Professional Learning for staff to utilise student feedback and input to develop curriculum learning sequences	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <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
Provide regular (at least x2 per term) evidence based feedback to students on their progress and achievements towards individual learning goals	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Review, update and embed use of Curriculum Scope and Sequence Documents (VC) for planning Reading, Writing, Spelling and Mathematics. Ensure all planning documents can be easily accessed by all staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Review, update and embed use of Assessment Schedule for planning Reading, Writing, Spelling and Mathematics. Ensure all	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

assessment resources and outcomes are shared within PLC teams as a collective responsibility.			to: Term 4	<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
Ensure English and Maths Curriculum Team Leaders have a targeted approach to budget and resource management supporting the individual, equitable and collective needs of staff and students.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$24,000.00  <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
<b>Goal 3</b>	Improve student wellbeing and engagement.			
<b>12 Month Target 3.1</b>	Improve positive endorsements as measured by the ATOSS for: -Effective classroom behaviour from 80% (2019) to 81% -Teacher concern from 77% (2019) to 78%			
<b>12 Month Target 3.2</b>	Improve positive endorsement in the School Staff Survey (SSS) factors of: -Trust in students and parents from 59% (2020) to 60%			

<b>12 Month Target 3.3</b>	<p>Improve positive endorsement in the Parent Opinion Survey (POS) factors of:</p> <ul style="list-style-type: none"> <li>-Parent Partnership and involvement from 86% (2020) to 87%</li> <li>-Teacher Communication from 82% (2020) to 83%</li> </ul>
<b>12 Month Target 3.4</b>	<p>Decrease the percentage of students with more than 20 days absence to 21%</p>
<b>KIS 1</b> Health and wellbeing	<p>Embed a whole-school approach to student wellbeing.</p>
<b>Actions</b>	<p>Parent and ES members to join the SEL Curriculum Team (CARE)  Further develop and communicate SEL &amp; SWPB approach to community  Develop whole school collective responsibility for student wellbeing  Enhance parent/families/carers and community partnerships to maximise engagement  Seek Student perspectives on opportunities and areas to improve engagement and wellbeing outcomes</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to state their personal/social learning goal</li> <li>- be able to recount circle time and RRRR learnings from SEL sessions</li> <li>- know the 3 Rs and how they relate to the Code of Conduct and School Wide Positive Behaviours Supports (SWPBS).</li> <li>- provide input and feedback regarding student behaviours and connectedness to school through JSC, SVT, LWT and a range of forums</li> </ul> <p>Teachers/ES will:</p> <ul style="list-style-type: none"> <li>- include SEL activities in 'Take Home' tasks</li> <li>- ensure Circle times occurs every day for at least 10 minutes with quality, engaging activities/focus</li> <li>- co-construct (with students) and utilise a wellbeing survey relating to Values, Teacher concern and student behaviour, and develop an action plan to respond to survey data in PLC teams &amp; CARE team</li> <li>- communicate regularly (at least once per week) with parents through Dojo/ other forums to celebrate successes in the class and share SEL updates</li> <li>- proactively engage parents in school life through a range of forums and activities.</li> <li>- plan SEL sequences using RRRR resources in PLC teams and share learning outcomes in teams</li> <li>- explicitly and regularly teach SWPB expectations, including Code of Conduct and respond to student behaviours using this document as a guide</li> <li>- free and frequently reward positive behaviours, using SWPB practices</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- implement a revised parents as partners program</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide professional Learning on SWPB, circle time and RRRR resources and curriculum</li> <li>- oversee the implementation of SEL schoolwide</li> <li>- proactively work with all staff to develop opportunities for parent engagement</li> <li>- Provide a range of forums for students to provide feedback and share their perspectives</li> </ul>			
<b>Success Indicators</b>	<p>6 months:</p> <p>PL for SWPBS team underway  JSC and SWT meetings underway with 'rewards' for SWPBS developed through this forum  All students know 3 Rs and can state purpose of SWPBS matrix  SEL lessons embedding in weekly teaching and learning plans  Survey data from student survey analysed and action plan developed</p> <p>12 months:</p> <p>SWPBS professional learning and project completed  Whole school rewards practices embedded and understood by all  Data from Compass and student AtoSS shows increased positive endorsement for behaviour and teacher concern</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Professional Learning for whole staff re Circle Time, SWPBS rewards and SEL lesson structure at ARPS	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

CARE team to 'unpack' questions from AtoSS and develop survey and action plan	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <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
CARE team to engage with parents to join team for PL sessions and Action team planning	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
CARE team to undertake SWPBS professional learning program and complete project	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00  <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
SIT to unpack staff and parent survey data and develop action plan to target key deficits	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <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
Classroom teachers to proactively monitor and support the follow up of students with attendance concerns. Diligence and accuracy of attendance marking to be overseen by Primary Welfare Officer.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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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