

2022 Annual Implementation Plan

for improving student outcomes

Kerrimuir Primary School (4816)



Submitted for review by Michael Mclean (School Principal) on 25 February, 2022 at 06:32 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 27 February, 2022 at 07:36 PM
Endorsed by Craig Fegan (School Council President) on 28 February, 2022 at 04:21 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	Excelling
	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 self-evaluation is a process that has highlighted some of the very positive programs and structures currently in place at Kerrimuir PS. The greater focus on HITS and community engagement practices in 2021 will further enhance some of the processes and protocols that are already embedded at the school. This will be reflected in the 2021 AIP with many goals, actions and activities put in place to address school improvement priorities and initiatives.
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Considerations for 2022	The main priority for 2022 is to focus on PD and protocols around HITS and parent communication - this is reflected in the AIP. Staff training will get underway in early 2020 and agreed expectations will be established in a consultative manner with staff. All staff PDPs will be linked to the priorities set out in the AIP.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>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.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve literacy and numeracy achievement and growth.
Target 2.1	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.
Target 2.2	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.
Target 2.3	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.

Target 2.4	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.
Target 2.5	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.
Key Improvement Strategy 2.a Building practice excellence	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)
Key Improvement Strategy 2.b Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability
Key Improvement Strategy 2.c Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.
Goal 3	Empower students to become active agents in their learning.
Target 3.1	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater. • Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater
Target 3.2	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater

	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater
Target 3.3	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater.
Key Improvement Strategy 3.a Building practice excellence	Develop a common understanding of the language of learning in the school community
Key Improvement Strategy 3.b Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback
Key Improvement Strategy 3.c Empowering students and building school pride	Increase the capacity of student leaders to represent the whole school and to have input into school decision making.
Goal 4	Build a safe, supportive and connected learning community.
Target 4.1	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater • Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater.

Target 4.2	<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater. • Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater. • Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater
Target 4.3	<p>School Staff Survey</p> <p>By 2022</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive reponses for the Parent and Community Involvement from 69.4% to 74% or greater
Key Improvement Strategy 4.a Parents and carers as partners	Develop a strategy that strengthens parent communication and builds their awareness and support for student learning.
Key Improvement Strategy 4.b Parents and carers as partners	Develop a framework to build parent engagement in student learning and effective home/school partnerships

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2022 we will continue to focus on student learning - with an increased focus on numeracy & literacy - and student well being through the 2022 Priorities Goal. We will teach and support each student at their point of need and in line with FISO. At KPS we will use our PLC cycles to support, raise mid range and extend students at their point of need using our data cycle to continue to provide learning growth. Supports by way of a local Prep transition program, Tier 1 & 2 and TLI strategies will ensure all students continue to thrive after the extended period of remote learning. To ensure excellence in TLI and Tier support programs, we will use local expertise (teaching and support staff) to ensure quality delivery of programs. Wellbeing will be supported by the commitment of the school to behavioural PD for staff, and raising expectations of school connectedness, pride and achievement outcomes for all students.</p>

Improve literacy and numeracy achievement and growth.	Yes	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 24% to 30%.
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		The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55%
Empower students to become active agents in their learning.	No	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater. • Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater 	

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Build a safe, supportive and connected learning community.	No	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater • Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater. 	
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12 Month Target 1.1	<p>In 2022 we will continue to focus on student learning - with an increased focus on numeracy & literacy - and student well being through the 2022 Priorities Goal. We will teach and support each student at their point of need and in line with FISO. At KPS</p>

	we will use our PLC cycles to support, raise mid range and extend students at their point of need using our data cycle to continue to provide learning growth. Supports by way of a local Prep transition program, Tier 1 & 2 and TLI strategies will ensure all students continue to thrive after the extended period of remote learning. To ensure excellence in TLI and Tier support programs, we will use local expertise (teaching and support staff) to ensure quality delivery of programs. Wellbeing will be supported by the commitment of the school to behavioural PD for staff, and raising expectations of school connectedness, pride and achievement outcomes for all students.	
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	Improve literacy and numeracy achievement and growth.	
12 Month Target 2.1	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 24% to 30%.	
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12 Month Target 2.5	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)	No
KIS 2 Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability	No
KIS 3 Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.	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.	Incorporating the PLC training currently being completed in 2020 and 2021 to create year level teams that analyse data effectively	

Define Actions, Outcomes and Activities

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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	<p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice (in conjunction with PLC support from regional level)</p> <p>Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. whole school behaviour management, writing and data literacy)</p> <p>Prioritise curriculum essentials priorities through units of inquiry</p> <p>Continue to embed consistent approaches to formative assessment and frequent low-stakes testing in PLC cycles</p> <p>Continue to use PLCs for staff to collaboratively plan units of work with a focus on differentiation, enrichment and extension</p> <p>Continue to support staff to embed the use of data walls to inform targeted planning (by way of data team and leadership)</p> <p>Continue targeted support program for students, using localised expertise in both teaching and ES staff</p> <p>Continue small group tutoring programs, using localised expertise (CT2.3 teachers and ES staff)</p> <p>Prioritise time in the timetable for teachers and education support staff to address data outcomes from PLC cycles</p>

	<p>Prioritise time for teachers to discuss and adapt strategies working for individual students (PLC cycles)</p> <p>Continue to assess and record achievement and next steps against IEP goals for relevant students</p>
Outcomes	<p>Teachers will confidently and accurately identify student learning needs of their students</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Teachers will continue to include HITS to plan lessons and units</p> <p>Teachers will consistently and explicitly implement the school's instructional model</p> <p>Teachers and support staff will have a consistent understanding of core-curriculum priority areas</p> <p>Students will know how exemplar lessons are structured and how this supports their learning</p> <p>Teachers will develop an understanding of curriculum essentials to ensure mastery</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers and leaders will regularly update data walls</p> <p>Teacher will provide regular feedback and monitor student progress using data walls</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Students in need of targeted academic support or intervention will be identified and supported by way of local expertise (CT2.3 teachers and ES staff)</p> <p>Students will know what their next steps or goals are to progress their learning</p>
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating take up of professional learning strategies</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data walls indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Data used to identify students for tailored supports</p> <p>Differentiated resources used in tailored supports</p> <p>Assessment data and student surveys from intervention groups</p>

Staffing of support, enrichment and extension programs comes from local expertise (either teaching or ES staff)
 Progress against Individual Education Plans is recorded and regularly communicated via SSG meetings

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00 <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
Continue to update documented plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <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

Continue to develop processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <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
Continue to review the timetable to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1.00 <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
Continue to develop processes for regular moderation of assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <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
Students to plan, organise and effectively manage their learning independently	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <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
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <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
Improve fine and gross motor skills in students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Strengthen whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>Strengthen a whole school approach to social-emotional learning, engagement and behaviour management through PD and consultation with outside specialists</p> <p>Establish and embed behaviour expectations, routines and prioritise time in the school day and classes to revisit these regularly</p> <p>Re-energise house structure</p> <p>Build staff capacity to understand and implement behaviour management plans (in conjunction with outside consultant and school wide PD)</p> <p>Strengthen existing wellbeing programs implemented in class groups including student voice</p> <p>Establish an agreed approach to monitoring and responding to student wellbeing concerns (school wide behaviour management plans, flowcharts etc)</p> <p>Build staff capacity to collect, analyse, monitor and respond to student engagement data (for example, through anecdotal class based gleaned evidence, SOS and SRC)</p> <p>Strengthen in-class relationships through peer and group learning activities (for example, school wide structure that support cross level engagement where possible and where Covid restraints permit)</p> <p>Conduct regular check-ins/conferencing with students in class group</p>			

	<p>Build staff capacity to understand and implement behaviour support with consultants and PD Target counselling for individual students with acute needs (by way of in school counsellor and potentially allied health professionals employed by the school) Continue student leadership training to create positive role models focused on self-awareness, self-management, problem solving and social skills Continue to build relationships and engage with families of at-risk students.</p>
<p>Outcomes</p>	<p>Teachers will model and are consistent in agreed routines and behaviour expectations Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing and behaviour management and expectations Leaders will continue engagement with regional and external support agencies Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs</p> <p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Students will feel supported and engaged in class groups and understand they are expected to contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers and have strong school identity (as visible in House based activities for example)</p> <p>Students with acute needs will receive individualised support plans with regular monitoring and student support group meetings (with parents) where appropriate Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Families of at-risk students will receive regular communication and support from the school Students will experience more success in class and in the school yard (ie, academic and social success) Students and families will be connected to allied health and mental health services</p>
<p>Success Indicators</p>	<p>Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Curriculum documentation reflecting social and emotional learning PLC cycles include wellbeing foci</p> <p>Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs</p>

	<p>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher surveys on effectiveness of programs, referral process Teacher reports of student wellbeing concerns</p> <p>Data used to identify students in need of targeted support Data of counselling services accessed by students and families Student surveys and student voice indicators help to plan for student needs Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Staffing and implementation of programs using local expertise, allied health and offsite consultants</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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
Develop curriculum units collaboratively with wellbeing team members	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00 <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
Further develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1.00 <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 curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1.00 <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
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" 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
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$1.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 1	<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 staff with opportunities to understand first response strategies, when to use the referral proces	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00 <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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12 Month Target 2.4	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36%
12 Month Target 2.5	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55%
KIS 1 Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.
Actions	<p>PLC refresher training</p> <p>All PLCs to work on common goal - as outlined in the assessment schedule, including cross curriculum vocabulary priorities</p> <p>Numeracy PLC focus on comprehension in numeracy, continuing number talks around mathematical vocabulary and worded problems.</p> <p>Literacy PLC focus on reading comprehension, using data from CARS program and reading conferences</p> <p>Employment of out of school curriculum consultants: Karen Starkiss and Bill Rogers</p> <p>BASTOW Leading Numeracy course for leaders</p>
Outcomes	<p>Principal and School Leaders will:</p> <ul style="list-style-type: none"> - provide sound and relevant professional learning to staff - model teaching and learning behaviours in line with Kerrimuir instructional model - provide feedback to teachers regarding their performance and development in line with continuous improvement cycle - seek feedback from staff where appropriate regarding AIP directions affiliated PD <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in professional learning and demonstrate improved efficacy in classroom instruction - planning and practice reflects KPS instructional model - work with consultants as required (Karen Starkiss and Bill Rogers) - engage AIP priorities and implement into PLC planning- - teachers will co-create individual learning goals with students, as directed by LS/LT <p>Students will:</p> <ul style="list-style-type: none"> - contribute to the development of their individual learning goals. - be able to articulate individual learning goals and understand the relevance to classroom practices - actively participate in differentiated literacy and numeracy sessions

Success Indicators	NAPLAN data used to evaluate summative success PAT test results Essential Assessment (Literacy Reading and Numeracy) CARS and reading conference data Evident progress in writing samples as judged against VCOP and VC rubrics			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Structure and plan professional learning meetings to develop teacher efficacy as in line with new curriculum priorities, scope and sequences and targets outlined by out of school consultants.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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
Incorporate literacy and numeracy goals and PD participation into classroom staff PDPs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Establish budget and allocation of resources to best to implement initiatives	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Lead PD around classroom data to drive and develop staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Manage budgets as set out by the Principal	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
Link PDP goals to the AIP in relation to improving teaching practice	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Co-ordinate professional learning and/or curriculum days in conjunction with the Principal.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$15,898.00	\$21,000.00	-\$5,102.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$15,898.00	\$21,000.00	-\$5,102.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish resourcing for individual and tailored support programs	\$20,000.00
Improve fine and gross motor skills in students	\$6,000.00
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	\$3,000.00
Totals	\$29,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish resourcing for individual and tailored support programs	from: Term 1	\$8,000.00	<input checked="" type="checkbox"/> Support services

	to: Term 2		
Improve fine and gross motor skills in students	from: Term 1 to: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Assets
Totals		\$17,000.00	

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
Prep Ready to Learn Program	\$10,000.00
Totals	\$10,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Prep Ready to Learn Program	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Totals		\$4,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Prep Ready to Learn Program	from: Term 1 to: Term 2		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Prep Ready to Learn Program	from: Term 1 to: Term 2	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Karen Starkiss	<input checked="" type="checkbox"/> On-site
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bill Rogers	<input checked="" type="checkbox"/> On-site

Structure and plan professional learning meetings to develop teacher efficacy as in line with new curriculum priorities, scope and sequences and targets outlined by out of school consultants.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Incorporate literacy and numeracy goals and PD participation into classroom staff PDPs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Co-ordinate professional learning and/or curriculum days in conjunction with the Principal.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site