

2022 Annual Implementation Plan

for improving student outcomes

Nar Nar Goon Primary School (2248)



Submitted for review by Frances Van Lambaart (School Principal) on 15 December, 2021 at 03:03 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 24 January, 2022 at 01:39 PM
Endorsed by Justin Seddon (School Council President) on 30 January, 2022 at 04:54 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	Overall 2021 has been a successful year at Nar Nar Goon Primary School. Despite remote and flexible learning, we were able to maintain student growth and implement whole school programs in and out of the online environment. As a school we are tracking well with "excellence in teaching and learning" ensuring that we have consistency of practice across the school and using high impact teaching strategies effectively in classroom programs. (One highly positive outcome of remote learning is the increased skills and capacity of staff to provide timely and effective feedback to students to ensure they were able to reach their potential in all subject areas.) We are continually evaluating our impact on learning through formative assessments and using the PLC Inquiry approach to monitor student growth and plan for the next level of learning to
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	<p>achieve optimal student learning outcomes in all PLC teams across the school.</p> <p>The results of our Attitudes to School Survey data has confirmed for us that we need to continue to work on student voice and agency moving forward.</p> <p>Our focus throughout 2021 was firmly on the three goals of "Happy, Active Kids", "Learning Catch Up" and "Connected students". During remote learning we were able to continue to utilise the PLC initiative, meeting regularly with a lens on student wellbeing. SeeSaw and Webex were utilised daily to meet the learning and social/emotional needs of all our students. Families remained connected to our school, but fatigue began to set in towards the latter half of remote learning. Teachers still engaged in peer observations in the online environment and accessed professional development to improve their knowledge and skills, including participation in two online curriculum days - one focussed on challenging behaviours and a second on "Formative Assessment" with Bron Ryrie Jones.</p>
Considerations for 2022	<p>Engagement needs to be addressed further in 2022.</p> <p>Student voice and agency</p> <p>Continuation of Respectful Relationship and Play is the Way.</p> <p>Expansion of student emotional and social programs with the introduction of student resilience diaries.</p> <p>Opportunities to connect further with families with more parent consultation eg: bully stoppers survey</p>
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	To improve student outcomes in numeracy from F - 6
Target 2.1	Maintain 75% or higher in medium and high gain growth in Naplan numeracy.
Target 2.2	Increase the number of students in the top two bands in year 3 and year 5 Naplan numeracy to be at or above the state mean.
Target 2.3	Decrease the number of year 3 and year 5 students in NAPLAN Numeracy in the bottom two bands to be at or above the state mean.

Target 2.4	To increase the proportion of students achieving at or above in teacher judgements to 75% in Number and Algebra P-6.
Key Improvement Strategy 2.a Building practice excellence	Build the capability of all staff by implementing a comprehensive professional learning strategy in Numeracy, including the process of peer observation and feedback.
Key Improvement Strategy 2.b Curriculum planning and assessment	Ensure consistency of teaching practice through embedding the Nar Nar Goon Primary School instructional framework.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher data literacy to inform teaching and learning.
Key Improvement Strategy 2.d Building practice excellence	Deepen and refine PLC structure and processes with an increasing focus on evaluating the impact of teaching.
Key Improvement Strategy 2.e Instructional and shared leadership	Build instructional leadership capability in all staff.
Goal 3	To improve student engagement in learning through a focus on student voice and agency
Target 3.1	Increase the percentage of positive student endorsement in <i>student voice and agency, stimulated learning, motivation and interest</i> and <i>sense of confidence</i> to be equivalent to the state median

Target 3.2	Maintain the absence rates P-6 to be equal to or beyond State Means.
Target 3.3	Increase the upward trend of positive parent endorsement in the "stimulating learning" variable in the parent opinion survey.
Key Improvement Strategy 3.a Empowering students and building school pride	Build the capability of all teachers to implement the suite of high impact teacher strategies that build student voice and agency:
Key Improvement Strategy 3.b Empowering students and building school pride	Develop student capacity to enact voice and agency in their learning
Key Improvement Strategy 3.c Empowering students and building school pride	Build teacher capability to create the learning environment whereby student voice and agency is enacted.
Goal 4	To improve student outcomes in literacy from F - 6 with a strong focus on Reading Comprehension and Writing.
Target 4.1	Achieve 75% in medium and high gain growth in Naplan reading and writing.
Target 4.2	Increase the number of students in the top two bands in Year 3 and Year 5 Naplan Reading to be at or above the state mean.

Target 4.3	Decrease the number of Year 3 and Year 5 students in Naplan Reading in the bottom two bands to be at or above state mean.
Target 4.4	To increase the proportion of students at or above in teacher judgements to 75% in Reading and Viewing P-6.
Key Improvement Strategy 4.a Building practice excellence	Build the capability of all staff by implementing a comprehensive professional learning strategy including the process of peer observation and feedback.
Key Improvement Strategy 4.b Evaluating impact on learning	Build teacher capacity in regards to data literacy to inform teaching and learning programs in Reading and Writing.
Key Improvement Strategy 4.c Building practice excellence	Deepen and refine PLC structure and processes with an increasing focus on evaluating the impact of teaching.
Key Improvement Strategy 4.d Instructional and shared leadership	Build instructional leadership capability in all staff.

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>	Yes	Support for the 2022 Priorities	<p>Learning Tutor Program to target Numeracy - up to 35 students for 26 weeks.</p> <p>Students on the Learning Tutor Program to make expected growth.</p> <p>On site school counsellor to provide wellbeing support for all students identified as "vulnerable" and/or requiring support.</p>
To improve student outcomes in numeracy from F - 6	Yes	Maintain 75% or higher in medium and high gain growth in Naplan numeracy.	To achieve 75% high and medium growth in Naplan Numeracy 2022.

		Increase the number of students in the top two bands in year 3 and year 5 Naplan numeracy to be at or above the state mean.	Increase the percentage of top two band students in Year 5 Naplan Numeracy to 35% and maintain top two band students in Year 3 to 48% .
		Decrease the number of year 3 and year 5 students in NAPLAN Numeracy in the bottom two bands to be at or above the state mean.	To decrease the percentage of students in the bottom two bands in Year 3 & 5 to 10%.
		To increase the proportion of students achieving at or above in teacher judgements to 75% in Number and Algebra P-6.	Teacher Judgement data - Age Expected Level - 80% of students P-6 to be at or above expected level in Numeracy.
To improve student engagement in learning through a focus on student voice and agency	Yes	Increase the percentage of positive student endorsement in <i>student voice and agency, stimulated learning, motivation and interest and sense of confidence</i> to be equivalent to the state median	2022 Targets: Student Voice and Agency, Percentage Endorsement: 65% Stimulated Learning, Percentage Endorsement: 70% Motivation & Interest, Percentage Endorsement: 80% Sense of Confidence, Percentage Endorsement: 80%
		Maintain the absence rates P-6 to be equal to or beyond State Means.	Student Absences-Days Per Full Time Equivalent 2022 reduced to 13.0 (P-6)

		Increase the upward trend of positive parent endorsement in the "stimulating learning" variable in the parent opinion survey.	Parent Opinion - Stimulated Learning to be at 70% positive endorsement.
To improve student outcomes in literacy from F - 6 with a strong focus on Reading Comprehension and Writing.	No	Achieve 75% in medium and high gain growth in Naplan reading and writing.	
		Increase the number of students in the top two bands in Year 3 and Year 5 Naplan Reading to be at or above the state mean.	
		Decrease the number of Year 3 and Year 5 students in Naplan Reading in the bottom two bands to be at or above state mean.	
		To increase the proportion of students at or above in teacher judgements to 75% in Reading and Viewing P-6.	

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
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	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	Learning Tutor Program to target Numeracy - up to 35 students for 26 weeks. Students on the Learning Tutor Program to make expected growth. On site school counsellor to provide wellbeing support for all students identified as "vulnerable" and/or requiring support.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student outcomes in numeracy from F - 6	
12 Month Target 2.1	To achieve 75% high and medium growth in Naplan Numeracy 2022.	
12 Month Target 2.2	Increase the percentage of top two band students in Year 5 Naplan Numeracy to 35% and maintain top two band students in Year 3 to 48% .	
12 Month Target 2.3	To decrease the percentage of students in the bottom two bands in Year 3 & 5 to 10%.	
12 Month Target 2.4	Teacher Judgement data - Age Expected Level - 80% of students P-6 to be at or above expected level in Numeracy.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Build the capability of all staff by implementing a comprehensive professional learning strategy in Numeracy, including the process of peer observation and feedback.	Yes
KIS 2 Curriculum planning and assessment	Ensure consistency of teaching practice through embedding the Nar Nar Goon Primary School instructional framework.	No
KIS 3 Evaluating impact on learning	Build teacher data literacy to inform teaching and learning.	Yes
KIS 4 Building practice excellence	Deepen and refine PLC structure and processes with an increasing focus on evaluating the impact of teaching.	No
KIS 5 Instructional and shared leadership	Build instructional leadership capability in all staff.	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.	We have selected this goal after reflecting on our 2021 Numeracy growth data in Naplan. We have some very effective programs being implemented across the school in Numeracy, particularly Open Learning. In the past we have had excellent growth data and our students have managed to maintain their level of skill in all Numeracy strands as evidenced by teacher judgement data. However, the focus in the Naplan numeracy test is heavily based on real life application and problem solving and we feel this needs to be an area of improvement for our students. We need to look at our Numeracy curriculum documents, planning processes and teacher implementation of the HITS strategies to build our students capacity to problem solve more effectively including understanding the language/literacy of Numeracy. Teachers will need some targeted professional development and our Maths continuum will need to be reviewed to ensure we are targeting real life Maths and problem solving in our documentation. Our goal is to ensure the instructional model of our numeracy program is understood, the pedagogy of numeracy teaching is understood, and our staff have the ability to plan, monitor and respond to the learning needs of our students across the school	
Goal 3	To improve student engagement in learning through a focus on student voice and agency	
12 Month Target 3.1	2022 Targets: Student Voice and Agency, Percentage Endorsement: 65% Stimulated Learning, Percentage Endorsement: 70% Motivation & Interest, Percentage Endorsement: 80% Sense of Confidence, Percentage Endorsement: 80%	

12 Month Target 3.2	Student Absences-Days Per Full Time Equivalent 2022 reduced to 13.0 (P-6)	
12 Month Target 3.3	Parent Opinion - Stimulated Learning to be at 70% positive endorsement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build the capability of all teachers to implement the suite of high impact teacher strategies that build student voice and agency:	No
KIS 2 Empowering students and building school pride	Develop student capacity to enact voice and agency in their learning	Yes
KIS 3 Empowering students and building school pride	Build teacher capability to create the learning environment whereby student voice and agency is enacted.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our Students Attitudes to School data continued to be disappointing in 2021, despite the immense efforts individual teachers undertook to build relationships and help students engage and take ownership of their own learning. Remote and flexible learning has impacted our student's independence and resilience, particularly as many parents were either over-supporting student work or leaving students to their own devices. We need to guide and support our students to help them know and understand what their learning needs are and how to address their own "next steps" on their learning continuum, regardless of the subject area they are working on. Increasing student engagement and facilitating them to become genuine advocates of their own learning is critical.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Learning Tutor Program to target Numeracy - up to 35 students for 26 weeks. Students on the Learning Tutor Program to make expected growth. On site school counsellor to provide wellbeing support for all students identified as "vulnerable" and/or requiring support.
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	Assessment of all students 3-6 using DAL. This data will be used to identify students selected for Tutor Learning Program. Open Learning school based assessment to be used for Years F-2 to identify students selected for Tutor Learning. Tutor Learning Program to be implemented - 3 X days per week focusing on Numeracy, specifically problem solving and the "language/literacy" of Mathematics. Implement High Ability Program for students requiring extension. Reading Intervention through the LLI program and Reading Recovery.
Outcomes	The school expects to see the following outcomes (changes in knowledge, skills or behaviours). Leaders will: use multiple sources of evidence to track student progress and measure the impact of intervention programs. Teachers will: embed the structure of our Inquiry Cycle in their PLCs and further improve their knowledge and skills to intervene strategically to support students requiring further academic support. They will use the school's education framework model to plan and deliver lessons. They will adjust their learning sequences along the way in response to student growth data, goal setting with students, conferencing, monitoring and intervening where appropriate. They will assess and address HITS in relation to groups of students and learning needs. Students will: be able to articulate their learning goals, monitor and track their own progress.
Success Indicators	Tutor Learning Program fully implemented with all students on the program achieving the expected growth in skills and understandings.

	<p>Student progress and growth data will indicate at least twelve months growth for all cohorts (with the exception of PSD and/or vulnerable groups).</p> <p>Students achieving goals set.</p> <p>PLC meeting minutes will demonstrate consistent use of the Inquiry Cycle and Education Framework.</p> <p>Data Analysis documentation ie: learning sequences and student progress tracked side by side to measure growth.</p> <p>Instructional Leaders and SIT team meeting minutes demonstrating careful monitoring of whole school data and student progress.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assessment of all students 3-6 using DAL.	Learning Specialist(s) Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <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
Tutor Learning Program to be implemented - 3 X days per week focusing on Numeracy, specifically problem solving and the "language/literacy" of Mathematics.	Learning Specialist(s) Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$53,000.00 <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
Implement High Ability Program for students requiring extension.	Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <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
Reading Intervention through the LLI program and Reading Recovery.	Learning Specialist(s) Literacy Leader PLC Leaders Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,482.00 Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	<p>Employment of a dedicated school counsellor to implement counselling sessions - individual and group- to support the social and emotional needs of students at risk.</p> <p>Professional Development to be accessed by staff (delivered by wellbeing coordinator) to address social/emotional wellbeing.</p> <p>Continue to embed the Play is the Way and Respectful Relationships programs P-6.</p> <p>Introduce "Wellbeing Journals" for all students across the school targeting social/emotional wellbeing weekly throughout the year.</p> <p>Enhance Mindfulness activities in all grade levels.</p> <p>Cyber Safety Programs</p>				
Outcomes	<p>The school expects to see the following outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: use multiple sources of evidence to track student resilience, motivation and interest and measure the impact of wellbeing programs across the school.</p> <p>Teachers will: have the skills and knowledge to know how to support students and families they have identified at risk of disengaging from school and/or suffering mental health.</p> <p>They will also have built a suite of strategies in their classroom repertoire to support the mental and physical health of students each day.</p> <p>Students will: feel well supported by their school community - staff, students, parents and carers and as a result, will thrive in their learning environment in order to reach their potential.</p>				
Success Indicators	<p>Improved ATTS data in the following domains:</p> <ol style="list-style-type: none"> 1. Learning Confidence 2. Resilience 				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Employment of a dedicated school counsellor		Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 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 embed the Play is the Way and Respectful Relationships programs P-6.	PLC Leaders Teacher(s) Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Introduce "Wellbeing Journals" for all students across the school targeting social/emotional wellbeing weekly throughout the year.	Learning Specialist(s) Teacher(s) Wellbeing Team	PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Goal 2	To improve student outcomes in numeracy from F - 6			
12 Month Target 2.1	To achieve 75% high and medium growth in Naplan Numeracy 2022.			
12 Month Target 2.2	Increase the percentage of top two band students in Year 5 Naplan Numeracy to 35% and maintain top two band students in Year 3 to 48% .			
12 Month Target 2.3	To decrease the percentage of students in the bottom two bands in Year 3 & 5 to 10%.			
12 Month Target 2.4	Teacher Judgement data - Age Expected Level - 80% of students P-6 to be at or above expected level in Numeracy.			
KIS 1 Building practice excellence	Build the capability of all staff by implementing a comprehensive professional learning strategy in Numeracy, including the process of peer observation and feedback.			
Actions	<p>Review and update our school's Numeracy Continuum / I Can Statements to include open ended tasks and problem solving in all levels.</p> <p>Revise and update our Instructional Framework for Numeracy.</p> <p>Professional Development to upskill classroom teachers to include real life mathematics and Mathematical language in all Numeracy classroom programs.</p> <p>Peer Observations - specifically observing open ended tasks and responding to student need.</p> <p>Inclusion of strategies and instruction for Numeracy in our Data Analysis documentation.</p> <p>New PLC Inquiry Cycle Template to be utilised to drive purposeful discussion on the impact of learning and teacher use of numeracy strategies.</p> <p>Numeracy Leaders to access BASTOW Leading Numeracy course and driving improvement through sharing knowledge and understanding gained through the course.</p> <p>Create practice principles pedagogical model.</p>			
Outcomes	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: use multiple sources of evidence to track student progress and measure the impact of numeracy programs.</p> <p>Teachers will: Gain new skills and understandings to incorporate real life Mathematics and Mathematical Language in Numeracy classroom programs. PLCs will embed the structure of our Inquiry Cycle and further improve their knowledge and skills through peer</p>			

	<p>observations/coaching with a lens on problem solving activities. They will use the schools education framework model to plan and deliver lessons. They will adjust their learning sequences along the way in response to student growth data, goal setting with students, conferencing, monitoring and intervening where appropriate. They will assess and address HITS in relation to groups of students and learning needs</p> <p>Students will: be able to articulate their learning goals, monitor and track their own progress.</p>			
Success Indicators	<p>Improved Naplan Numeracy achievement in Years 3 and 5 and improved Naplan learning growth data.</p> <p>All students to achieve expected growth in Numeracy 2022 as evidenced by Teacher Judgement data.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Review and update our school's Numeracy Continuum / I Can Statements to include open ended tasks and problem solving in all levels.</p> <p>Revise and update our Instructional Framework for Numeracy.</p>	<p>Learning Specialist(s)</p> <p>PLC Leaders</p>	<p>PLP</p> <p>Priority</p>	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Numeracy Leaders to access BASTOW Leading Numeracy course and driving improvement through sharing knowledge and understanding gained through the course.</p>	<p>Numeracy Leader</p>	<p>PLP</p> <p>Priority</p>	<p>from:</p> <p>Term 3</p> <p>to:</p> <p>Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development to upskill classroom teachers to include real life mathematics and Mathematical language in all Numeracy classroom programs. Peer Observations - specifically observing open ended tasks and responding to student need.	Learning Specialist(s) Numeracy Leader PLC Leaders Teacher(s)	PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <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
KIS 2 Evaluating impact on learning	Build teacher data literacy to inform teaching and learning.			
Actions	Naplan Data Analysis - all staff to unpack the Numeracy Naplan test and list skills and knowledge assessed. Teachers create Data Analysis documentation and learning sequences in PLCs to plan effectively to address skills required. Tutoring program and Intervention measures to address gaps in student skills and understanding. Professional Development to be provided by Numeracy Leaders to support teachers in their implementation of common misconceptions in Numeracy.			
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours). Leaders will: use multiple sources of evidence to track student progress and measure the impact of numeracy programs. Teachers will: Gain new skills and understandings to incorporate real life Mathematics and Mathematical Language in Numeracy classroom programs. PLCs will embed the structure of our Inquiry Cycle and further improve their knowledge and skills through peer observations/coaching with a lens on problem solving activities. They will use the schools education framework model to plan and			

	<p>deliver lessons. They will adjust their learning sequences along the way in response to student growth data, goal setting with students, conferencing, monitoring and intervening where appropriate. They will assess and address HITS in relation to groups of students and learning needs</p> <p>Students will: be able to articulate their learning goals, monitor and track their own progress.</p>			
Success Indicators	<p>Improved Naplan Numeracy achievement in Years 3 and 5 and improved Naplan learning growth data.</p> <p>All students to achieve expected growth in Numeracy 2022 as evidenced by Teacher Judgement data.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Naplan Data Analysis - all staff to unpack the Numeracy Naplan test and list skills and knowledge assessed.</p> <p>Teachers create Data Analysis documentation and learning sequences in PLCs to plan effectively to address skills required.</p>	<p>Learning Specialist(s)</p> <p>Numeracy Leader</p> <p>Teacher(s)</p>	<p>PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 1</p>	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Tutoring program and Intervention measures to address gaps in student skills and understanding.</p>	<p>Learning Specialist(s)</p> <p>Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2</p> <p>to: Term 4</p>	<p>\$53,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development to be provided by Numeracy Leaders to support teachers in their implementation of common misconceptions in Numeracy.	Numeracy Leader	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
Goal 3	To improve student engagement in learning through a focus on student voice and agency			
12 Month Target 3.1	2022 Targets: Student Voice and Agency, Percentage Endorsement: 65% Stimulated Learning, Percentage Endorsement: 70% Motivation & Interest, Percentage Endorsement: 80% Sense of Confidence, Percentage Endorsement: 80%			
12 Month Target 3.2	Student Absences-Days Per Full Time Equivalent 2022 reduced to 13.0 (P-6)			
12 Month Target 3.3	Parent Opinion - Stimulated Learning to be at 70% positive endorsement.			
KIS 1	Develop student capacity to enact voice and agency in their learning			

Empowering students and building school pride					
Actions	Review and update PLC meeting template and Inquiry Cycle to drive purposeful discussion on impact of teaching strategies that enable student voice and agency. Introduction of Wellbeing Journals to focus on resilience, growth mindset, confidence, motivation and interest. Individual journals will be used weekly to support conversations that promote each student's independence and ownership of their own wellbeing and academic progress. Whole day curriculum day to provide teachers with quality professional development in student voice and agency - presented by Wilson McKaskell as we embed Play is the Way Initiatives. Community of Practice to address Student Voice and Agency. Opportunities for students to enact authentic leadership across the school eg: students taking responsibility for school Webpages, Peer Mediation responsibilities and Peer Mentoring. School surveys conducted each term to gauge student perceptions/engagement around student voice and agency.				
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours). Leaders will: encourage staff to be creative in their methods of gaining student feedback to gauge student engagement levels. Teachers will: use feedback from survey data to be responsive to opportunities for student voice in all classroom programs. Students will: have increased levels of engagement and personal satisfaction in their learning progress and achievements.				
Success Indicators	Improved Positive Endorsement in the NNG Student Attitudes to School Survey Data. School developed Survey data (Term by Term) Improved absence data - school wide. Improved Parent Opinion Survey data, specifically in the domain of "Stimulated Learning" and "Overall Satisfaction".				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Whole day curriculum day to provide teachers with quality professional development in student voice and agency - presented by Wilson McKaskell as we embed Play is the Way Initiatives.		Learning Specialist(s) Principal Wellbeing Team	PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <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
<p>Introduction of Wellbeing Journals to focus on resilience, growth mindset, confidence, motivation and interest. Individual journals will be used weekly to support conversations that promote each student's independence and ownership of their own wellbeing and academic progress.</p>	Wellbeing Team	PLP Priority	from: Term 1 to: Term 4	<p>\$3,000.00</p> <p>Equity funding will be used</p> <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review and update PLC meeting template and Inquiry Cycle to drive purposeful discussion on impact of teaching strategies that enable student voice and agency.</p>	PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Community of Practice to address Student Voice and Agency.	Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <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	\$48,482.00	\$48,482.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$48,482.00	\$48,482.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Reading Intervention through the LLI program and Reading Recovery.	\$15,482.00
Employment of a dedicated school counsellor	\$30,000.00
Introduction of Wellbeing Journals to focus on resilience, growth mindset, confidence, motivation and interest. Individual journals will be used weekly to support conversations that promote each student's independence and ownership of their own wellbeing and academic progress.	\$3,000.00
Totals	\$48,482.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Reading Intervention through the LLI program and Reading Recovery.	from: Term 1 to: Term 4	\$15,482.00	School-based staffing
Employment of a dedicated school counsellor	from: Term 1 to: Term 4	\$30,000.00	Support services
Introduction of Wellbeing Journals to focus on resilience, growth mindset, confidence, motivation and interest. Individual journals will be used weekly to support conversations that promote each student's independence and ownership of their own wellbeing and academic progress.	from: Term 1 to: Term 4	\$3,000.00	Teaching and learning programs and resources
Totals		\$48,482.00	

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
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Reading Intervention through the LLI program and Reading Recovery.	from: Term 1 to: Term 4		
Totals			

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
Introduce "Wellbeing Journals" for all students across the school targeting social/emotional wellbeing weekly throughout the year.	Learning Specialist(s) Teacher(s) Wellbeing Team	from: Term 1 to: Term 4	Individualised Reflection Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	PLC Initiative Learning Specialist	On-site
Review and update our school's Numeracy Continuum / I Can Statements to include open ended tasks and problem solving in all levels. Revise and update our Instructional Framework for Numeracy.	Learning Specialist(s) PLC Leaders	from: Term 1 to: Term 4	Moderated assessment of student learning Curriculum development Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting	PLC Initiative Internal staff Numeracy leader	On-site
Numeracy Leaders to access BASTOW Leading Numeracy course and driving improvement through sharing knowledge and understanding gained through the course.	Numeracy Leader	from: Term 3 to: Term 4	Curriculum development	Network Professional Learning	Bastow program/course	Off-site Bastow Institute
Professional Development to upskill classroom teachers to include real life mathematics and Mathematical language	Learning Specialist(s)	from: Term 1	Moderated assessment of student learning	Whole School Pupil Free Day	Learning Specialist Numeracy leader	On-site

in all Numeracy classroom programs. Peer Observations - specifically observing open ended tasks and responding to student need.	Numeracy Leader PLC Leaders Teacher(s)	to: Term 3	Peer observation including feedback and reflection Individualised Reflection			
Naplan Data Analysis - all staff to unpack the Numeracy Naplan test and list skills and knowledge assessed. Teachers create Data Analysis documentation and learning sequences in PLCs to plan effectively to address skills required.	Learning Specialist(s) Numeracy Leader Teacher(s)	from: Term 1 to: Term 1	Planning Collaborative Inquiry/Action Research team Formalised PLC/PLTs	Whole School Pupil Free Day	Learning Specialist Numeracy leader	On-site
Professional Development to be provided by Numeracy Leaders to support teachers in their implementation of common misconceptions in Numeracy.	Numeracy Leader	from: Term 1 to: Term 2	Curriculum development	Formal School Meeting / Internal Professional Learning Sessions	Learning Specialist Numeracy leader	On-site
Whole day curriculum day to provide teachers with quality professional development in student voice and agency - presented by Wilson McKaskell as we embed Play is the Way Initiatives.	Learning Specialist(s) Principal Wellbeing Team	from: Term 2 to: Term 2	Individualised Reflection Student voice, including input and feedback	Whole School Pupil Free Day	External consultants Wilson McKaskill - Play is the Way / Wellbeing consultatnt.	On-site

Introduction of Wellbeing Journals to focus on resilience, growth mindset, confidence, motivation and interest. Individual journals will be used weekly to support conversations that promote each student's independence and ownership of their own wellbeing and academic progress.	Wellbeing Team	from: Term 1 to: Term 4	Curriculum development Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions	Internal staff	On-site
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