

# 2022 Annual Implementation Plan

## for improving student outcomes

Whorouly Primary School (1373)



Submitted for review by Pauline McPherson (School Principal) on 25 January, 2022 at 01:24 PM  
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 25 January, 2022 at 02:23 PM  
Endorsed by Shannon Phillips (School Council President) on 22 February, 2022 at 10:48 AM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2022</b>	
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; 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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</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>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximise the learning growth of every student in Literacy, with a particular focus on Writing
<b>Target 2.1</b>	<p>By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to:</p> <ul style="list-style-type: none"> <li>• 85 percent in Reading, from an average of 59 percent across the school in 2019</li> <li>• 85 percent in Writing, from an average of 71 percent across the school in 2019</li> </ul>
<b>Target 2.2</b>	<p>By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)</p>

<b>Target 2.3</b>	By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent: <ul style="list-style-type: none"> <li>• Student Voice and Agency, from 75 percent in 2019</li> <li>• Learning Confidence, from 71 percent in 2019</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Embed a whole-school, evidence-based approach to the teaching of Writing
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Embed a Professional Learning Community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in Literacy
<b>Goal 3</b>	To maximise the learning growth of every student in Numeracy
<b>Target 3.1</b>	By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019)
<b>Target 3.2</b>	By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra
<b>Target 3.3</b>	By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019)

<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies within the instructional model for Numeracy across the school
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build all teachers' capability to develop, implement and analyse rich assessment tasks in Numeracy

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning: 75% of students in the TLI will achieve medium to high learning growth against the Victorian Curriculum in Reading and Number and Algebra using teacher judgements. 25% of students will be in the Top 2 Bands for NAPLAN reading and numeracy.</p> <p>Wellbeing: Increase the positive endorsement of the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> <li>• Learning Confidence from 79% in 2021 to 85%</li> <li>• Connectedness to school from 84% positive in 2021 to 88% (Improve: I feel like I belong at this school from 67% to 85% and I look forward to going to school from 58% to 85%)</li> <li>• Voice and Agency from 73% positive to 80%</li> </ul> <ul style="list-style-type: none"> <li>• Improve attendance from 39% of students with 20 or more days absence to &lt;20 %.</li> </ul>

To maximise the learning growth of every student in Literacy, with a particular focus on Writing	Yes	<p>By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to:</p> <ul style="list-style-type: none"> <li>• 85 percent in Reading, from an average of 59 percent across the school in 2019</li> <li>• 85 percent in Writing, from an average of 71 percent across the school in 2019</li> </ul>	By the end of 2022 increase the proportion of students achieving expected growth or above expected growth over a 12 month period to 70% in reading and 75% in Writing
		<p>By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)</p>	25% of students will achieve in the Top Two Bands in NAPLAN Reading and Writing.
		<p>By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency, from 75 percent in 2019</li> <li>• Learning Confidence, from 71 percent in 2019</li> </ul>	Increase positive endorsement for ATOSS variables from 79% in 2021 to 85% (I can do challenging school work 67% to 75%)
To maximise the learning growth of every student in Numeracy	No	By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019)	



		By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra	
		By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019)	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;  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>
<b>12 Month Target 1.1</b>	<p>Learning:  75% of students in the TLI will achieve medium to high learning growth against the Victorian Curriculum in Reading and Number and Algebra using teacher judgements.  25% of students will be in the Top 2 Bands for NAPLAN reading and numeracy.</p> <p>Wellbeing:  Increase the positive endorsement of the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> <li>• Learning Confidence from 79% in 2021 to 85%</li> <li>• Connectedness to school from 84% positive in 2021 to 88% (Improve: I feel like I belong at this school from 67% to 85% and I look forward to going to school from 58% to 85%)</li> </ul>

	<ul style="list-style-type: none"> <li>Voice and Agency from 73% positive to 80%</li> <li>Improve attendance from 39% of students with 20 or more days absence to &lt;20 %.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<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	Yes
<b>KIS 2</b> 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.	
<b>Goal 2</b>	To maximise the learning growth of every student in Literacy, with a particular focus on Writing	
<b>12 Month Target 2.1</b>	By the end of 2022 increase the proportion of students achieving expected growth or above expected growth over a 12 month period to 70% in reading and 75% in Writing	
<b>12 Month Target 2.2</b>	25% of students will achieve in the Top Two Bands in NAPLAN Reading and Writing.	
<b>12 Month Target 2.3</b>	Increase positive endorsement for ATOSS variables from 79% in 2021 to 85% (I can do challenging school work 67% to 75%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed a whole-school, evidence-based approach to the teaching of Writing	No
<b>KIS 2</b> Curriculum planning and assessment	Build all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing	Yes
<b>KIS 3</b> Building practice excellence	Embed a Professional Learning Community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in Literacy	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.	This is our second year with Writing as an AIP focus. In 2021 teachers embedded the Writer's Workshop approach to teaching writing. In 2022 teachers at the school want to build their capacity to analyse and moderate writing tasks and use this data in their planning and to set suitable learning goals to meet the needs of all students. This will also strengthen their knowledge of Victorian Curriculum Achievement Standards in all aspects of Writing.	

## 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>	Learning: 75% of students in the TLI will achieve medium to high learning growth against the Victorian Curriculum in Reading and Number and Algebra using teacher judgements. 25% of students will be in the Top 2 Bands for NAPLAN reading and numeracy. Wellbeing: Increase the positive endorsement of the Attitudes to School Survey factors of: <ul style="list-style-type: none"> <li>• Learning Confidence from 79% in 2021 to 85%</li> <li>• Connectedness to school from 84% positive in 2021 to 88% (Improve: I feel like I belong at this school from 67% to 85% and I look forward to going to school from 58% to 85%)</li> <li>• Voice and Agency from 73% positive to 80%</li> </ul> <ul style="list-style-type: none"> <li>• Improve attendance from 39% of students with 20 or more days absence to &lt;20 %.</li> </ul>
<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>	Build staff capacity to use assessment strategies to differentiate learning tasks in order to meet students' individual learning needs with a focus on students in the Tutor Program. Build staff capacity to scaffold learning tasks to meet Victorian Curriculum Achievement Standards
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>• Focus on learning activities/ be engaged</li> <li>• Know their learning goals and the steps to achieve them</li> <li>• Experience success and celebrate achieving goals</li> </ul> Teachers and tutors will:

	<ul style="list-style-type: none"> <li>• Provide targeted support for students</li> <li>• Develop learning goals with students</li> <li>• Use formative and summative assessments and analyse the data to identify learning needs</li> <li>• Plan for differentiation based on student learning data</li> <li>• Provide regular feedback to students and parents</li> <li>• Monitor student progress in PLT and SIT meetings</li> <li>• Record data on whole school data walls</li> </ul> <p>The Principal will:</p> <ul style="list-style-type: none"> <li>• Lead PLT and SIT meetings to review data / student progress</li> <li>• Lead PL in Victorian Curriculum Achievement Standards and learning pathways.</li> <li>• Support teachers to differentiate learning tasks through professional learning.</li> <li>• Support teachers to develop data literacy</li> <li>• Lead LWT's to gauge student engagement and targeted intervention.</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>• End of 2021 assessment data is used to identify students to be part of Tutor Learning Program</li> <li>• Parents are notified their children are in the program</li> <li>• Tutor Program timetabled and prioritised</li> <li>• Individual Education Plans are developed for all students</li> <li>• Curriculum documentation will show differentiation in planning.</li> <li>• Progress reports are provided to parents of students in the TL Program</li> <li>• LWT's indicate students engaged in their learning</li> <li>• Teachers regularly meet to monitor student progress and review data</li> <li>• Students move out of the Tutor Learning Program when/if goals are achieved.</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Individual Learning Plans are adjusted as needed.</li> <li>• Reports from tutor to parents on student progress.</li> <li>• Victorian Curriculum teacher judgements will show 75% of students in TLI achieve medium to high growth in Reading and Number and Algebra.</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>
Tutor appointed for 2022	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$31,897.00

			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
Students identified for 2022 Tutor Learning group and letters sent to parents.	<input checked="" type="checkbox"/> Leadership 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
IEP's are revised and updated each semester Allocated time for: - Teachers to prepare Individual Education Plans - Teachers to work with tutor to establish learning goals	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00  <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 for tutor (SMART Spelling)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$387.00  <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
PLT's: <ul style="list-style-type: none"> <li>Whorouly PS Scope and Sequence reviewed to ensure teachers and tutor understanding</li> <li>Professional learning focusing on Victorian Curriculum Achievement Standards and Learning pathways in reading, writing and numeracy</li> <li>Reviewing previously introduced assessments - common misconceptions in Maths / NFA/ item analysis</li> </ul>	<input checked="" type="checkbox"/> Principal <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

<p>SIT meetings:</p> <ul style="list-style-type: none"> <li>• Review the assessment schedule and data to be used for TLI</li> <li>• Assessment data is analysed and student progress is tracked with a focus on TLI students</li> <li>• Data wall is updated and reviewed</li> <li>• Learning Walks – to observe student engagement and targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching Partners (DSSI)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$2,400.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Reports to parents in TLI each term.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Develop a whole school approach to physical, social and emotional wellbeing. Build student confidence and positive mindset through improving connectedness to the school and enriching opportunities for student</p>			



	voice and agency.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify what they like about school</li> <li>• Have opportunities to voice their opinions and concerns</li> <li>• Identify their strengths and the areas they can improve</li> <li>• Participate in class programs and activities: <ul style="list-style-type: none"> <li>so they can explain how to keep safe online,</li> <li>use strategies to monitor, identify and manage their emotions</li> <li>to be physically active</li> <li>to articulate the importance of healthy eating</li> <li>to treat others respectfully</li> </ul> </li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Document and implement social and emotional learning within their classrooms</li> <li>• Participate in Smiling Minds professional learning to support student wellbeing</li> <li>• Provide targeted feedback to students to build student confidence and positive mindset</li> <li>• Plan for daily physical activities</li> <li>• Track student wellbeing</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Support the implementation of Smiling Minds to improve student wellbeing</li> <li>• Access 'Be You' as a resource for developing a whole school approach to wellbeing</li> <li>• Lead a junior council</li> <li>• Engage a Wellbeing Coordinator role within the school</li> <li>• Lead peer observation on HITS – feedback and reflection</li> <li>• Apply for funding for Sporting Schools and budget for the Blueearth program to continue</li> <li>• Inform parents and carers of our wellbeing programs</li> <li>• Provide wellbeing resources and support</li> </ul>
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• School Scope and Sequence curriculum documentation updated to include wellbeing units/programs</li> <li>• Teacher planning documentation</li> <li>• Student engagement in wellbeing programs</li> <li>• Participation in professional learning</li> <li>• Junior Council established</li> </ul> <p>Late indicators</p>

	<p>Attitudes to school Survey data improves:</p> <ul style="list-style-type: none"> <li>• Learning Confidence from 79% in 2021 to 85%</li> <li>• Connectedness to school from 84% positive in 2021 to 88% (Improve: I feel like I belong at this school from 67% to 85% and I look forward to going to school from 58% to 85%)</li> <li>• Voice and Agency from 73% positive to 80%</li> </ul> <p>Improve attendance from 38% of students with 20 or more days absence to &lt;20 %.</p> <p>Wellbeing Coordinator engaged</p> <p>Semester 2 judgements against the Wellbeing capabilities positive</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers participate in Smiling Minds PD	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Principal, staff, students and parents participate in Be You surveys to identify wellbeing areas of concern and develop wellbeing tracking tools	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <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
PLT's: <ul style="list-style-type: none"> <li>Develop and document a scope and sequence for the teaching of the Personal and Social Capability – linking Review Respectful Relationships Program, You Can Do It, cyber safety and Health and Physical Education.</li> <li>Track student wellbeing</li> <li>Focus on HITS – peer observation of reflection and feedback</li> <li>Develop activities to focus on our school values</li> </ul>	<input checked="" type="checkbox"/> Principal <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
Establish a Junior Council to meet regularly	<input checked="" type="checkbox"/> Principal	<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

Recruit a wellbeing coordinator to support at-risk students and work with teachers to review current practices using the Mental Health Fund Menu and Planning Tool and develop/refine whole school approach to positive mental health.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,980.00  <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
<b>Goal 2</b>	To maximise the learning growth of every student in Literacy, with a particular focus on Writing			
<b>12 Month Target 2.1</b>	By the end of 2022 increase the proportion of students achieving expected growth or above expected growth over a 12 month period to 70% in reading and 75% in Writing			
<b>12 Month Target 2.2</b>	25% of students will achieve in the Top Two Bands in NAPLAN Reading and Writing.			
<b>12 Month Target 2.3</b>	Increase positive endorsement for ATOSS variables from 79% in 2021 to 85% (I can do challenging school work 67% to 75%)			
<b>KIS 1</b> Curriculum planning and assessment	Build all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing			
<b>Actions</b>	Through a PLC approach, teachers will work collaboratively to identify student learning needs and focus on their own practice to improve student outcomes in writing.			
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>• Articulate their own writing goal, know how to achieve this and know the learning pathway</li> <li>• Explain how the writing traits support them to achieve their goal</li> </ul>			

	<ul style="list-style-type: none"> <li>• Know the structure and characteristics of different writing genres</li> <li>• Demonstrate improvement in grammar, punctuation and spelling skills</li> <li>• Participate in writing conferences with teachers/peers and respond to feedback to improve their writing</li> <li>• Publish narrative, persuasive, informative, poetry and free choice text from their Writer's Notebook</li> <li>• Form letters correctly to develop a neat handwriting style</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Follow the instructional mode for the Writing Workshop</li> <li>• Develop clear learning intentions and success criteria including co-constructed success criteria for unit of work</li> <li>• Use pre and post tests across all areas of the Writing Workshop</li> <li>• Model writing in the mini lesson</li> <li>• Explicitly teaching spelling, grammar and punctuation, genre characteristics and the writing traits</li> <li>• Conference with students to set learning goals and support students by providing the pathway to achieve their goal</li> <li>• Ensure feedback is directly linked to learning intentions, success criteria and student learning goals</li> <li>• Moderate student writing using Victorian Curriculum and writing traits rubrics to identify student level of achievement and to inform planning.</li> </ul> <ul style="list-style-type: none"> <li>• Record student assessment results and learning growth on the data wall as soon as practicable</li> </ul> <p>Principal will:</p> <ul style="list-style-type: none"> <li>• Lead by example when teaching</li> <li>• Provide opportunities for LWT's and peer observation of specific elements of the writing lesson</li> <li>• Provide opportunities for moderation of student writing across the school</li> <li>• Lead SIT meetings to: <ul style="list-style-type: none"> <li>Analyse work samples, assessment tasks and use a PLC approach to review data, plan for differentiation and monitor the impact on learning</li> <li>Source assessment resources such as writing rubric</li> </ul> </li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <p>Planning documentation shows evidence of:</p> <ul style="list-style-type: none"> <li>• Planning aligned to Whorouly PS Scope and Sequence</li> <li>• The instructional model is followed – consistency of documentation</li> <li>• Clear learning intentions and success criteria</li> <li>• Differentiated learning tasks</li> <li>• Assessment data used in planning</li> </ul> <p>Assessment framework and schedule is understood and followed by teachers</p> <p>Learning Walks and Talks demonstrate evidence of:</p> <ul style="list-style-type: none"> <li>• Students using traits of writing in planning, drafting, revising and publishing</li> </ul>

	<ul style="list-style-type: none"> <li>All students can articulate their writing goal, the learning intention, success criteria and where to go to get help</li> <li>Teachers and students participating in the writing conference</li> <li>Differentiated tasks</li> <li>A record of published writing</li> </ul> <p>Moderation of student writing will demonstrate teacher ability to identify level of achievement and the next steps to improve writing</p> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>Analysis of assessment data will identify common misconceptions/ cohort strengths and weaknesses</li> <li>Data wall includes learning growth and level of achievement</li> <li>Teacher judgement will accurately reflect student learning growth</li> <li>A record of published writing</li> <li></li> <li>By the end of 2022 increase the proportion of students achieving expected growth or above expected growth over a 12 month period to 70% in reading and 70% in Writing (ie 23/33 students)</li> <li>Increase positive endorsement for ATOSS Learning Confidence variables from 79% in 2021 to 85% (I can do challenging schoolwork 67% to 75%)</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>PLT's:</p> <ul style="list-style-type: none"> <li>Review Writing Scope and Sequence to include Inclusive Classroom resources e.g. dyslexia resources and mentor texts</li> <li>Monitor implementation of Writer's Workshop -writing units of work, spelling, grammar and handwriting</li> <li>Focus on HITS – peer observation of reflection and feedback</li> <li>PL on conferencing students in the Writing Workshop</li> <li>PL on the traits of writing</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

<p>SIT Meetings will include:</p> <ul style="list-style-type: none"> <li>• Moderation of student writing (pre and post tests) - level of achievement. learning goals and explicit teaching required</li> <li>• Tracking spelling data and implementation of SMART Spelling approach</li> <li>• Analysis of data (NAPLAN, SMART Spelling, pre &amp; post tests learning growth)</li> <li>• Tracking student learning goals</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Collaborate with teaching partners to improve teaching and learning in the literacy block.</p> <ul style="list-style-type: none"> <li>• LWT's focusing on the Writing workshop</li> <li>• Analyse data to support differentiation in planning, goal setting for students, to identify explicit teaching required and to monitor student learning growth</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching Partners (DSSI)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
<b>Total</b>	<b>\$20,299.63</b>	<b>\$20,299.63</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor appointed for 2022	\$31,897.00
SIT meetings: <ul style="list-style-type: none"> <li>Review the assessment schedule and data to be used for TLI</li> <li>Assessment data is analysed and student progress is tracked with a focus on TLI students</li> <li>Data wall is updated and reviewed</li> <li>Learning Walks – to observe student engagement and targeted intervention</li> </ul>	\$2,400.00
Recruit a wellbeing coordinator to support at-risk students and work with teachers to review current practices using the Mental Health Fund Menu and Planning Tool and develop/refine whole school approach to positive mental health.	\$10,980.00
<b>Totals</b>	<b>\$45,277.00</b>



## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor appointed for 2022	from: Term 1 to: Term 4	\$2,600.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
SIT meetings: <ul style="list-style-type: none"> <li>• Review the assessment schedule and data to be used for TLI</li> <li>• Assessment data is analysed and student progress is tracked with a focus on TLI students</li> <li>• Data wall is updated and reviewed</li> <li>• Learning Walks – to observe student engagement and targeted intervention</li> </ul>	from: Term 1 to: Term 4	\$2,400.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$5,000.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Recruit a wellbeing coordinator to support at-risk students and work with teachers to review current practices using the Mental Health Fund Menu and Planning Tool and develop/refine whole school approach to positive mental health.	from: Term 3 to: Term 4	\$10,980.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional teacher Position to be advertised for Term 3 and Term 4</li> </ul>
<b>Totals</b>		\$10,980.00	

## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Develop whole school approach to mental health and wellbeing	\$1,600.00
Wellbeing coordinator and teachers training related to mental health and wellbeing support and resources.	\$800.00
CUST training for two staff members	\$800.00
Bullying Prevention and Cyber Safety	\$150.00
Speech pathologist to provide advice/ program/ guidance for teachers/parents to support students with articulation issues.	\$969.63
<b>Totals</b>	\$4,319.63

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop whole school approach to mental health and wellbeing	from: Term 3 to: Term 4	\$0.00	
Wellbeing coordinator and teachers training related to mental health and wellbeing support and resources.	from: Term 2 to: Term 4	\$0.00	
CUST training for two staff members	from: Term 3 to: Term 4	\$0.00	
Bullying Prevention and Cyber Safety	from: Term 1 to: Term 4	\$0.00	
Speech pathologist to provide advice/ program/ guidance for teachers/parents to support students with articulation issues.	from: Term 3 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop whole school approach to mental health and wellbeing	from: Term 3		

	to: Term 4		
Wellbeing coordinator and teachers training related to mental health and wellbeing support and resources.	from: Term 2 to: Term 4		
CUST training for two staff members	from: Term 3 to: Term 4		
Bullying Prevention and Cyber Safety	from: Term 1 to: Term 4		
Speech pathologist to provide advice/ program/ guidance for teachers/parents to support students with articulation issues.	from: Term 3 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Develop whole school approach to mental health and wellbeing	from: Term 3 to: Term 4	\$1,600.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <p style="text-align: center;"><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Staff Release  <ul style="list-style-type: none"> <li>CRT replacement for teachers to work with wellbeing coordinator on develop whole school approach.</li> </ul> </li> </ul>

Wellbeing coordinator and teachers training related to mental health and wellbeing support and resources.	from: Term 2 to: Term 4	\$800.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Staff Release Wellbeing coordinator to work with class teachers</li> </ul>
CUST training for two staff members	from: Term 3 to: Term 4	\$800.00	<input checked="" type="checkbox"/> Tier 2/Category: Cultural safety and inclusion  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Staff Release</li> </ul> <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Cross-cultural Responsiveness Training</li> </ul>
Bullying Prevention and Cyber Safety	from: Term 1 to: Term 4	\$150.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Bullying prevention and Cyber safety programs eSmart schools digital licence</li> </ul>
Speech pathologist to provide advice/ program/ guidance for teachers/parents to support students with articulation issues.	from: Term 3 to: Term 4	\$969.63	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Speech pathologist</li> </ul>
<b>Totals</b>		\$4,319.63	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning for tutor (SMART Spelling)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Melbourne
PLT's: <ul style="list-style-type: none"> <li>Whorouly PS Scope and Sequence reviewed to ensure teachers and tutor understanding</li> <li>Professional learning focusing on Victorian Curriculum Achievement Standards and Learning pathways in reading, writing and numeracy</li> <li>Reviewing previously introduced assessments - common misconceptions in Maths / NFA/ item analysis</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SIT meetings: <ul style="list-style-type: none"> <li>Review the assessment schedule and data to be used for TLI</li> <li>Assessment data is analysed and student progress is tracked with a focus on TLI students</li> <li>Data wall is updated</li> </ul>	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

and reviewed <ul style="list-style-type: none"> <li>Learning Walks – to observe student engagement and targeted intervention</li> </ul>						
Teachers participate in Smiling Minds PD	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Smiling Minds Education - online course	<input checked="" type="checkbox"/> On-site
PLT's: <ul style="list-style-type: none"> <li>Review Writing Scope and Sequence to include Inclusive Classroom resources e.g. dyslexia resources and mentor texts</li> <li>Monitor implementation of Writer's Workshop -writing units of work, spelling, grammar and handwriting</li> <li>Focus on HITS – peer observation of reflection and feedback</li> <li>PL on conferencing students in the Writing Workshop</li> <li>PL on the traits of writing</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SIT Meetings will include: <ul style="list-style-type: none"> <li>Moderation of student writing (pre and post tests) - level of achievement. learning goals and explicit teaching required</li> <li>Tracking spelling</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>data and implementation of SMART Spelling approach</p> <ul style="list-style-type: none"> <li>• Analysis of data (NAPLAN, SMART Spelling, pre &amp; post tests learning growth)</li> <li>• Tracking student learning goals</li> </ul>			<input checked="" type="checkbox"/> Formalised PLC/PLTs			
<p>Collaborate with teaching partners to improve teaching and learning in the literacy block.</p> <ul style="list-style-type: none"> <li>• LWT's focusing on the Writing workshop</li> <li>• Analyse data to support differentiation in planning, goal setting for students, to identify explicit teaching required and to monitor student learning growth</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site