2022 Annual Implementation Plan

for improving student outcomes

Langwarrin Primary School (3531)

Submitted for review by Mark Moorhouse (School Principal) on 14 December, 2021 at 11:56 AM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 20 December, 2021 at 03:02 PM
Endorsed by Tracey Mottershead (School Council President) on 15 February, 2022 at 02:21 PM

Self-evaluation Summary - 2022

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

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	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	- We have a strong culture of learning and high expectations for all stakeholders - We have rigorous processes in place to ensure improving student learning is at the centre of our work - We have processes in place to identify students at risk early in their schooling - All staff engage in regular, targeted professional learning with some staff attending BASTOW and Leading Teams - All staff have allocated time to meet to discuss student data and work collaboratively (PLC) - We utilize many agencies and professionals to assist with the needs of students at risk (NDIS funded professional come onsite to provide service)

	- There are processes in place to ensure all staff are being challenged and developed into highly effective teachers or leaders (level leader meetings, Level leaders present to SIT) - Consistency in our teaching and learning, planning and implementation (instructional models) - There is a high level of accountability to each other and to the students (through data) - Processes are based on research and best practice in teaching and learning and wellbeing/behaviour - There is rigorous assessment and professional learning schedules - There is still improvement to be made across most areas of the FISO continua - The FISO continua needs to be discussed to come to agreement on how it is interpreted within the school's context - THRIVE program implemented despite remote learning - Staff are given opportunities to develop leadership skills by taking on extra responsibilities
Considerations for 2022	Through discussion and review of the FISO continua the following areas can be focused on developing: - Increase the knowledge of staff to develop children's mental computation and problem solving abilities - Continue implementing Jolly phonics/grammar prep-3 - Continue Real Schools partnership focusing on restorative practices - Build teacher teams that challenge each other's practice utilizing Leading Teams as a facilitator and trainer - Provide professional development on individual needs basis - Fully integrate learning areas and capabilities into a sequential and developmental program of learning - Engage in networks such as THRIVE, Disability Inclusion and CoP - Develop whole-school pedagogical practice with high impact teaching strategies embedded into the teaching and learning cycle - Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students - Students set their own learning goals and are encouraged to monitor and evaluate their own learning in reading and numeracy
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**\<b\>2022 Priorities Goal\</b\>\<br/\>** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning growth with a focus on numeracy
Target 2.1	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent
Target 2.2	By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5

Target 2.3	By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment
Key Improvement Strategy 2.a Building practice excellence	Prioritise professional learning support for numeracy
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies
Key Improvement Strategy 2.c Instructional and shared leadership	Prioritise time allocations for literacy and numeracy leaders to support PLC planning
Goal 3	Increase student active engagement in learning
Target 3.1	By 2023, increase the AToSS variable for: - Student voice and agency from 70 per cent (2019) to 80 per cent - Senese of connectedness from 64 per cent (2019) to 75 per cent - Senese of inclusion from 72 per cent (2019) to 80 per cent
Target 3.2	By 2023, the SSS variable - Use student feedback to improve practice from 77 percent (2019) to 85 per cent - Focus learning on real life problems 80 per cent (2019) to 90 per cent

Target 3.3	By 2023, the school will decrease student absenteesm from a school-wide average of 14.56 days (2019) to 13.90
Key Improvement Strategy 3.a Empowering students and building school pride	Prioritise the whole school rollout of the approaches and strategies captured in the DET Amplify document
Key Improvement Strategy 3.b Empowering students and building school pride	Develop an explicit leadership support and development plan for student leaders
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Embedding social and emotional learning into everyday practice
Goal 4	Improve the wellbeing of every student
Target 4.1	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.
Target 4.2	By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.
Target 4.3	By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.

Key Improvement Strategy 4.a Health and wellbeing	Reinforce the school wide gains made in wellbeing through the THRIVE approach
Key Improvement Strategy 4.b Evaluating impact on learning	Develop and implement an agreed feedback protocol from students to teachers and vice versa
Key Improvement Strategy 4.c Evaluating impact on learning	Support the development of wellbeing within the PLC structure

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	In 2022, increase above benchmark growth in numeracy (NAPLAN) to 20 percent (currently 13%) In 2022 reduce below benchmark growth in numeracy (NAPLAN) to 21 percent (33%) By the end of 2022 90% of students will show 12 months or more growth in numeracy according to teacher judgment By the end of 2022 year 3 top 2 bands in numeracy will be maintained at or above state level and year 5 top 2 bands will increase to 25% In 2022, POS confidence and resiliency skills will maintain or increase from 88 percent positive (2021) In 2022, the AToSS variable for Teacher concern will increase from 68 percent positive (2021) to 85 percent. SSS focus learning on real life problems increases to 85 percent School absenteeism is better than state absenteeism

Improve student learning growth with a focus on numeracy	Yes	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent	
		By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5	
		By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment	
Increase student active engagement in learning	No	By 2023, increase the AToSS variable for: - Student voice and agency from 70 per cent (2019) to 80 per cent - Senese of connectedness from 64 per cent (2019) to 75 per cent - Senese of inclusion from 72 per cent (2019) to 80 per cent	

		By 2023, the SSS variable - Use student feedback to improve practice from 77 percent (2019) to 85 per cent - Focus learning on real life problems 80 per cent (2019) to 90 per cent	
		By 2023, the school will decrease student absenteesm from a school-wide average of 14.56 days (2019) to 13.90	
Improve the wellbeing of every student	No	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.	
		By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.	
		By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.	

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	In 2022, increase above benchmark growth in numeracy (NAPLAN) to 20 percent (currently 13%) In 2022 reduce below benchmark growth in numeracy (NAPLAN) to 21 percent (33%) By the end of 2022 90% of students will show 12 months or more growth in numeracy according to teacher judgment By the end of 2022 year 3 top 2 bands in numeracy will be maintained at or above state level and year 5 top 2 bands will increase to 25% In 2022, POS confidence and resiliency skills will maintain or increase from 88 percent positive (2021) In 2022, the AToSS variable for Teacher concern will increase from 68 percent positive (2021) to 85 percent. SSS focus learning on real life problems increases to 85 percent School absenteeism is better than state absenteeism	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student learning growth with a focus on numeracy	
12 Month Target 2.1		
12 Month Target 2.2		
12 Month Target 2.3		
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Prioritise professional learning support for numeracy	No
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies	No
KIS 3 Instructional and shared leadership	Prioritise time allocations for literacy and numeracy leaders to support PLC planning	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.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	-Develop a school wide numeracy strategy -Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice
Outcomes	-Teachers will confidently and accurately identify student learning needs -Teachers will consistently implement the agreed assessment schedule -Students in need of targeted academic support or intervention will be identified and supported within the classroom, allied health or tutoring program. -Student will know how lessons are structured and how this supports their learning -Students will know what their next steps are to progress their learning and have goals documented -Teachers and leaders will establish small group tutoring program

Success Indicators	-Classroom observations and learning walks demonstrating take up of professional learning strategies -Differentiated curriculum documents and evidence of student learning at different levels -Differentiated resources used in tailored supports -Common planning templates -PAT Data -Progress against IEP's -NAPLAN growth

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$55,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Document plans for coaching/mentoring/observation	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule times for individual and tailored support to occur	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$119,575.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an agreed assessment schedule in collaboration with staff	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Strengthen in class relationships through peer and group learning activities - Organize opportunities for at risk students to participate in a range of tier 2 interventions and programs as appropriate
Outcomes	-At risk students will be identified and receive targeted support in a timely manner -Teachers will implement and model consistent routines -Teachers will implement a range of intervention in their classroom to support student wellbeing -Students feel supported and engaged in class and contribute to a strong classroom culture -Students will have strong relationships with peers/staff -Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, time tabling and staffing/resourcing
Success Indicators	-Growth in student staff and parent survey results -Attendance data -Student engagement in wellbeing programs -Teacher reports of student wellbeing concerns -Documentation of strategies students will use at school -Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Disability Inclusion Leader	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$86,525.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Inclusive Education Leader (network level)	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$24,883.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching Program	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$119,575.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$172,863.00	$20,000.00	$152,863.00
Disability Inclusion Tier 2 Funding	$310,709.00	$230,983.00	$79,726.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$483,572.00**	**$250,983.00**	**$232,589.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	$55,000.00
Disability Inclusion Leader	$86,525.00
Inclusive Education Leader (network level)	$24,883.00
Coaching Program	$119,575.00
Totals	**$285,983.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	$20,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		**$20,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Disability Inclusion Leader	from: Term 1 to: Term 4	$86,525.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator ☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources
Inclusive Education Leader (network level)	from: Term 1 to: Term 4	$24,883.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion Leader
Coaching Program	from: Term 1 to: Term 4	$119,575.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Learning Specialist

		$230,983.00	
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Full time psychologist	$102,261.00
School Chaplain (extra days)	$40,000.00
PLC Coach (part-time)	$50,602.00
Inclusive equipment	$39,726.00
Totals	**$232,589.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Full time psychologist	from: Term 1 to: Term 4	$102,261.00	☑ School-based staffing

School Chaplain (extra days)	from: Term 1 to: Term 4		
PLC Coach (part-time)	from: Term 1 to: Term 4	$50,602.00	☑ School-based staffing
Inclusive equipment	from: Term 1 to: Term 3		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Full time psychologist	from: Term 1 to: Term 4		

School Chaplain (extra days)	from:
	Term 1
	to:
	Term 4
		$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    • Other
			          Chaplain

PLC Coach (part-time)	from: Term 1		

	to: Term 4		
Inclusive equipment	from: Term 1 to: Term 3	$39,726.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources • Customised or adjustable furniture
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Full time psychologist	from: Term 1 to: Term 4		
School Chaplain (extra days)	from: Term 1 to: Term 4		
PLC Coach (part-time)	from: Term 1 to: Term 4		
Inclusive equipment	from: Term 1 to: Term 3		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Inclusive Education Leader (network level)	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Internal staff	☑ On-site
Coaching Program	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site