

# 2022 Annual Implementation Plan

## for improving student outcomes

Diamond Creek Primary School (1003)



Submitted for review by Helen Micallef (School Principal) on 28 February, 2022 at 02:22 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 28 February, 2022 at 02:44 PM  
Endorsed by Taryn Place (School Council President) on 10 March, 2022 at 07:44 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   | 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.   |                       |

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| <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 | Embedding |
|                   | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |           |

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| <b>Engagement</b> | 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 |           |

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| <b>Support</b> | 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 |           |

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| <b>Enter your reflective comments</b> | <p>Despite the arduous and unrelenting challenges of education within a world pandemic, we are very proud of the achievements, and the advancements made in our student outcomes throughout the past 2 years. This being directly related to the immense efforts of our staff and the support from families for their children's application to their learning, onsite and remotely.</p> <p>As evidenced in the School Performance Report 2021, student performance in Reading made strong progress, with increased percentages of students performing in top two bands and significantly less in bottom two bands.</p> <p>Numeracy achievement was varied, with percentage of students meeting or above benchmark growth increasing, and fewer</p> |
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|  | <p>year 5 students in lower bands, however a significant drop in percentages of students in top two bands. TLI will maintain the focus on Numeracy to counter this mixed, atypical trend.</p> <p>In addition to differentiated learning experiences prepared by the teachers, children were provided with lots of reading practice onsite and remotely. This continued to be a safe 'fall back' during Home Learning – something secure and familiar for students, that families could experience together. Regular literacy interventions for students in need (LEP - school's program - Learning Enhancement Program) continued both onsite and remotely with small group and individual WebEx sessions well planned to meet student need.</p> <p>Intervention for 2022 will focus on numeracy in the TLI and on literacy in the school-based LEP.</p> <p>We ensured our specialists classes were consistently in place for all students throughout the year, onsite and remotely. This provided an active and creative, and a somewhat therapeutic outlet, for our students which supported their wellbeing. Staff reflection regarding remote learning again recognised the positive effect and greater value in increased communications with families, and the benefits in using digital technologies in different ways – these will be elements maintained.</p> |
| <p><b>Considerations for 2022</b></p>          | <p>Directions for 2022 are set in response to system priorities that have emerged in response to challenges posed by the continuing world pandemic, and the effect this has had on education in general, and on the students DCPS specifically.</p> <p>The 2022 Diamond Creek Primary School Annual Implementation Plan responds to adjustments made by DET to the 2022 AIP planning process and as they relate to the focal points made evident after trend analysis of school data.</p> <p>The Priorities Goals for DCPS in 2022 reflect the common core priorities determined by DET as being most important. The priority KIS, focussing on Learning – Numeracy, and Wellbeing, and a return uptake of a prior KIS re Student Voice and Agency.</p>  |
| <p><b>Documents that support this plan</b></p> |  |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>  | <p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</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> |
| <b>Target 1.1</b>  | Support for the 2022 Priorities   |
| <b>Key Improvement Strategy 1.a</b><br>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><br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |
| <b>Goal 2</b>  | Improve student outcomes in writing   |
| <b>Target 2.1</b>  | By 2022 improve writing levels 'Above Benchmark' in NAPLAN Benchmark Growth from 20% to 25%   |
| <b>Target 2.2</b>  | By 2022 improve levels of teacher judgement of students writing above level from 18% to 30%   |
| <b>Target 2.3</b>  | By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%   |

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| <b>Target 2.4</b>   | By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%                           |
| <b>Key Improvement Strategy 2.a</b><br>Curriculum planning and assessment             | Build capacity of teachers to use data to effectively plan curriculum to target student learning in writing at point of need. |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence                   | Build culture of team collaboration in planning and writing moderation practices.   |
| <b>Key Improvement Strategy 2.c</b><br>Evidence-based high-impact teaching strategies | Build teacher capacity in their knowledge and understanding of the key elements of the writing process                        |
| <b>Goal 3</b>   | Improve student outcomes in mathematics   |
| <b>Target 3.1</b>   | By 2022 improve numeracy levels 'Above Benchmark' in NAPLAN Benchmark Growth from 30% to 35%                                  |
| <b>Target 3.2</b>   | By 2022 improve levels of teacher judgement of students numeracy above level from 24% to 30%                                  |
| <b>Target 3.3</b>   | By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%                       |

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| <b>Target 3.4</b>  | By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%                              |
| <b>Key Improvement Strategy 3.a</b><br>Evaluating impact on learning | Build capacity of teachers to use data to effectively plan curriculum to target student learning in mathematics at point of need |
| <b>Key Improvement Strategy 3.b</b><br>Building practice excellence  | Build culture of team collaboration in planning and moderation practices   |
| <b>Key Improvement Strategy 3.c</b><br>Building practice excellence  | Build teacher capacity in their knowledge and understanding of the key domains of mathematics                                    |
| <b>Goal 4</b>  | Improve levels of student voice and agency in learning   |
| <b>Target 4.1</b>  | By 2022 AtoSS results for positive endorsement of Student Voice and Agency will increase from 85% to 95%                         |
| <b>Target 4.2</b>  | By 2022 AtoSS results for positive endorsement of Sense of Connectedness will increase from 88% to 95%                           |
| <b>Target 4.3</b>  | By 2022 AtoSS results for positive endorsement of Motivation and Interest will increase from 89% to 95%                          |
| <b>Target 4.4</b>  | By 2022 Parent Opinion Survey results for positive endorsement of Student Voice and Agency will increase from 69% to 85%         |

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| <b>Key Improvement Strategy 4.a</b><br>Empowering students and building school pride | Build staff, parent and student knowledge and understanding of the definition and impact of student voice and agency in learning |
| <b>Key Improvement Strategy 4.b</b><br>Intellectual engagement and self-awareness    | Develop processes from F to 6 to build opportunities for students to exercise student agency in their learning                   |



## 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> | <p>Yes</p>                            | <p>Support for the 2022 Priorities</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority 1 (DET)<br/>Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.</p> <p>Targets:<br/>By end 2022,</p> <ul style="list-style-type: none"> <li>• NAPLAN % of Students in Top 2 Bands (numeracy) will increase from 41% to 50% for Year 3, and from 29% to 40% for Year 5</li> <li>• Teacher Judgement, student numeracy above level (against the Victorian Curriculum Standards), to move from 36% to 40%</li> <li>• School Staff Survey, % of positive responses for Academic Emphasis, to move from 76% to 90%</li> <li>• Staff Survey % of positive responses for Teacher Collaboration, to move from 58% to 80%</li> <li>• PAT Maths band achievement, to increase % of students Years 1-6 in the top 2 bands from 18% to 25%</li> </ul> <p>Wellbeing Priority 2 (DET)</p> |

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|                                     |    |   | <p>Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable.</p> <p>Targets:<br/>By end 2022:</p> <ul style="list-style-type: none"> <li>• AtoSS results for positive endorsement of Life Satisfaction, overall positive % to move from 69 to 80%</li> <li>• AtoSS results for positive endorsement of Emotional Awareness and Regulation, overall positive % to move from 71 to 80%</li> <li>• AtoSS results for positive endorsement of Help Seeking, overall positive % to move from 56 to 70%</li> <li>• AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%</li> <li>• PAT SEW results for positive endorsement of general Social Emotional Wellbeing, % combined Highly Developed and Very High Developed, to move from 49.2% to 55%</li> <li>• Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85%</li> </ul> |
| Improve student outcomes in writing | No | By 2022 improve writing levels 'Above Benchmark' in NAPLAN Benchmark Growth from 20% to 25% |  |

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|   |    | By 2022 improve levels of teacher judgement of students writing above level from 18% to 30%             |  |
|   |    | By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90% |  |
|   |    | By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%     |  |
| Improve student outcomes in mathematics | No | By 2022 improve numeracy levels 'Above Benchmark' in NAPLAN Benchmark Growth from 30% to 35%            |  |
|   |    | By 2022 improve levels of teacher judgement of students numeracy above level from 24% to 30%            |  |

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|  |     | By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%                  |   |
|  |     | By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%                      |   |
| Improve levels of student voice and agency in learning | Yes | By 2022 AtoSS results for positive endorsement of Student Voice and Agency will increase from 85% to 95%                 | By end 2022, AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%                                      |
|  |     | By 2022 AtoSS results for positive endorsement of Sense of Connectedness will increase from 88% to 95%                   | By end 2022, AtoSS results for positive endorsement of Sense of Connectedness, overall positive % to move from 77 to 90%  |
|  |     | By 2022 AtoSS results for positive endorsement of Motivation and Interest will increase from 89% to 95%                  | By end 2022, AtoSS results for positive endorsement of Motivation and Interest, overall positive % to move from 71 to 85%                                       |
|  |     | By 2022 Parent Opinion Survey results for positive endorsement of Student Voice and Agency will increase from 69% to 85% | By end 2022, Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85% |

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| <p><b>Goal 1</b></p>              | <p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;<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.</p>   |
| <p><b>12 Month Target 1.1</b></p> | <p>Learning Priority 1 (DET)<br/>         Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.</p> <p>Targets:<br/>         By end 2022,</p> <ul style="list-style-type: none"> <li>• NAPLAN % of Students in Top 2 Bands (numeracy) will increase from 41% to 50% for Year 3, and from 29% to 40% for Year 5</li> <li>• Teacher Judgement, student numeracy above level (against the Victorian Curriculum Standards), to move from 36% to 40%</li> <li>• School Staff Survey, % of positive responses for Academic Emphasis, to move from 76% to 90%</li> <li>• Staff Survey % of positive responses for Teacher Collaboration, to move from 58% to 80%</li> <li>• PAT Maths band achievement, to increase % of students Years 1-6 in the top 2 bands from 18% to 25%</li> </ul> <p>Wellbeing Priority 2 (DET)<br/>         Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable.</p> <p>Targets:<br/>         By end 2022:</p> <ul style="list-style-type: none"> <li>• AtoSS results for positive endorsement of Life Satisfaction, overall positive % to move from 69 to 80%</li> <li>• AtoSS results for positive endorsement of Emotional Awareness and Regulation, overall positive % to move from 71 to 80%</li> <li>• AtoSS results for positive endorsement of Help Seeking, overall positive % to move from 56 to 70%</li> <li>• AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%</li> <li>• PAT SEW results for positive endorsement of general Social Emotional Wellbeing, % combined Highly Developed and Very High Developed, to move from 49.2% to 55%</li> <li>• Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85%</li> </ul> |

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| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>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><br>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>   | Improve levels of student voice and agency in learning  |   |
| <b>12 Month Target 2.1</b>  | By end 2022, AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%                                      |   |
| <b>12 Month Target 2.2</b>  | By end 2022, AtoSS results for positive endorsement of Sense of Connectedness, overall positive % to move from 77 to 90%  |   |
| <b>12 Month Target 2.3</b>  | By end 2022, AtoSS results for positive endorsement of Motivation and Interest, overall positive % to move from 71 to 85%                                       |   |
| <b>12 Month Target 2.4</b>  | By end 2022, Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85% |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Empowering students and building school pride   | Build staff, parent and student knowledge and understanding of the definition and impact of student voice and agency in learning                                | No  |

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| <b>KIS 2</b><br>Intellectual engagement and self-awareness  | Develop processes from F to 6 to build opportunities for students to exercise student agency in their learning   | 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. | <p>Due to another very interrupted year due to the effects of the world pandemic, the anticipated progress regarding Student Voice and Agency did not eventuate, did not have the structures required to fully develop, and was therefore evidenced in a limited capacity as related to different cohorts, not showing a strong vertical development throughout the school. Opportunities for students to exercise student agency in their learning were offered but in the remote situation, more difficult to foster. Results were at best minimal and inconsistent, as students moved in and out of onsite and remote learning situations.</p> <p>The notion of Student Voice and Agency is crucial for 'whole of student' development, enabling them to accept a gradual release of, and shared responsibility for their learning, and is therefore being reactivated for continued development in 2022.</p> |     |

## Define Actions, Outcomes and Activities

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| <p><b>Goal 1</b></p>              | <p><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.</p>  |
| <p><b>12 Month Target 1.1</b></p> | <p>Learning Priority 1 (DET)<br/>         Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.</p> <p>Targets:<br/>         By end 2022,</p> <ul style="list-style-type: none"> <li>• NAPLAN % of Students in Top 2 Bands (numeracy) will increase from 41% to 50% for Year 3, and from 29% to 40% for Year 5</li> <li>• Teacher Judgement, student numeracy above level (against the Victorian Curriculum Standards), to move from 36% to 40%</li> <li>• School Staff Survey, % of positive responses for Academic Emphasis, to move from 76% to 90%</li> <li>• Staff Survey % of positive responses for Teacher Collaboration, to move from 58% to 80%</li> <li>• PAT Maths band achievement, to increase % of students Years 1-6 in the top 2 bands from 18% to 25%</li> </ul> <p>Wellbeing Priority 2 (DET)<br/>         Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable.</p> <p>Targets:<br/>         By end 2022:</p> <ul style="list-style-type: none"> <li>• AtoSS results for positive endorsement of Life Satisfaction, overall positive % to move from 69 to 80%</li> <li>• AtoSS results for positive endorsement of Emotional Awareness and Regulation, overall positive % to move from 71 to 80%</li> <li>• AtoSS results for positive endorsement of Help Seeking, overall positive % to move from 56 to 70%</li> <li>• AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%</li> <li>• PAT SEW results for positive endorsement of general Social Emotional Wellbeing, % combined Highly Developed and Very High Developed, to move from 49.2% to 55%</li> <li>• Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85%</li> </ul> |



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| <b>KIS 1</b><br>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>                          | <ol style="list-style-type: none"> <li>1. Build teacher capacity to use student achievement data to effectively plan curriculum that targets individual student learning to a point of need in mathematics (numeracy).</li> <li>2. Strengthen systems to support individual student learning needs, correlating work in general classroom practice with PLC, TLI and LEP (school based support program)</li> </ol>  |
| <b>Outcomes</b>                         | <ul style="list-style-type: none"> <li>• Effective use of mathematics data wall, where teachers monitor student progress, thereby confidently identify the needs of each of their students to ensure accurate differentiation in Mathematics teaching and learning</li> <li>• Consistency of practice across all classes enabled by PLC's and PLT's engaging in reflective practices, &amp; evaluating and planning curriculum, assessments and lessons</li> <li>• Students learning and being challenged at a point of need in numeracy in classrooms and support programs</li> <li>• Students demonstrating higher level of learning confidence in developing numeracy understandings, knowledge and selecting strategies for use</li> </ul>  |
| <b>Success Indicators</b>               | <p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Teacher and Tutor formative assessment data from the commencement of the year, shows growth and provides indicators of individual student needs to ensure continued improvement.</li> <li>• DAL Diagnostic Tool (mid-year), and Essential Assessment (mid-year) general, show growth and assist with individual student goal setting for remainder of year.</li> <li>• Semester 1 teacher judgements (Vic Curriculum).</li> <li>• Student feedback on mathematics lesson format (workshop model and open-ended tasks) and the selection of effective strategies in their learning.</li> <li>• Evidence/data from Peer Observation Process.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Teacher and Tutor assessment data (formative in each classroom and tutor group, and summative against the Vic</li> </ul> |

|  | <p>Curriculum Standards), and<br/>Essential Assessment end-year general, reflect improvement for each student.</p> <ul style="list-style-type: none"> <li>• At least 12 months growth for every student.</li> <li>• Semester 2 teacher judgements show increased student growth.</li> <li>• NAPLAN results – Numeracy - increased percentages of students in the top 2 bands.</li> <li>• PAT Maths data - show higher student achievement levels.</li> <li>• End-Year Essential Assessment data shows growth in individual achievement levels.</li> <li>• Student, Parent and Staff perception survey results show improvement in each of the targeted areas.</li> </ul> |                                       |                                  |  |
|--|--|---------------------------------------|----------------------------------|--|
| Activities and Milestones  | People Responsible   | Is this a PL Priority                 | When                             | Funding Streams  |
| Reestablishing TLI process with newly appointed Learning Diversity Coordinator, building on successful process commenced in 2021 | <input checked="" type="checkbox"/> School Leadership Team   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| TLI Professional Learning for new tutors as required   | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Numeracy Leader  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |

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|   |   |  |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| Professional Learning for teachers re data management and use of data wall          | <input checked="" type="checkbox"/> Leading Teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create processes and structures for re-establishing and effective use of data walls | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p>Consultant working with staff regarding teaching of Mathematics (numeracy)</p>  | <p><input checked="" type="checkbox"/> All Staff</p>               | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 2</p> | <p>\$8,000.00</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>Coaching and mentoring for teachers in mathematics teaching and learning – especially new staff and graduate level teachers</p> | <p><input checked="" type="checkbox"/> School Leadership Team</p>  | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 1<br/>to:<br/>Term 4</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>Participation in the formal PLC training with NWVRegion.</p>  | <p><input checked="" type="checkbox"/> School Improvement Team</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 2<br/>to:<br/>Term 4</p> | <p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>   |

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|   |  |  |  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 2</b><br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |  |  |  |
| <b>Actions</b>                          | <ol style="list-style-type: none"> <li>1. Build Staff capacity, through Professional Learning, to more ably and accurately, notice and respond to signs of student distress and associated needs</li> <li>2. As part of the DC G.E.M.S Program, teachers work with students to identify and establish personal Social Emotional and Wellbeing development goals</li> </ol>   |  |  |  |
| <b>Outcomes</b>                         | <ul style="list-style-type: none"> <li>• Teachers will model and implement consistent routines by using the DC G.E.M.s Program and the school wide approach to behaviour management</li> <li>• Students will feel supported and engaged and contribute to a strong classroom culture including class discussion/feedback meetings</li> <li>• Students will further develop resilience: feel a greater sense of personal satisfaction and emotional awareness and will learn to express their needs and wants and seek help</li> <li>• All students (including those with emerging or acute wellbeing needs) will remain connected to school and peers and experience growth in learning success and confidence</li> <li>• A Tiered Response to Wellbeing will be initiated, beginning with an audit of current practice, identifying strengths and gaps, and creating a plan for action to commence in 2023</li> </ul> |  |  |  |
| <b>Success Indicators</b>               | <p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Observable changes in classroom practice to develop SEW personal student goals, through use of the DC G.E.M.s</li> </ul>  |  |  |  |

|  | <p>Program.</p> <ul style="list-style-type: none"> <li>• Policy and program documents, especially Child Safe modifications, School Mental Health Planning Tool and Schools Mental Health Fund and Menu, and the resultant further enhancements to the DC G.E.M.S Program from these.</li> <li>• Auditing complete, and data ready for review, to initiate a Tiered Response to Wellbeing.</li> <li>• Teachers deriving accurate feedback from students regarding their interests, needs and wants – this data then used to effect individual, class and whole school strategies.</li> <li>• Documentation of strategies students will use to support their wellbeing and help-seeking, from F-6.</li> <li>• Data identifying particular students in need.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Student, Parent and Staff survey data show increased levels of satisfaction in the targeted areas.</li> <li>• Attendance data (including punctuality) shows more regular attendance and students being more punctual, to start each school day on time.</li> <li>• A Tiered Response to Wellbeing is planned and ready for implementation in 2023</li> </ul> |  |                                  |  |
|--|---|--|----------------------------------|--|
| Activities and Milestones  | People Responsible  | Is this a PL Priority                            | When                             | Funding Streams  |
| Continue to audit and develop DC G.E.M.s program to amalgamate the most valuable resources, to reflect increasingly effective wellbeing and social and emotional learning. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Wellbeing Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Explore additional resources and data, such as the Tiered Approach to Wellbeing, the School Mental Health Planning Tool  | <input checked="" type="checkbox"/> School Improvement Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$4,000.00   |

|   |   |                                       |  |  |
|---|---|---------------------------------------|--|--|
| <p>and the PAT Social Emotional Wellbeing Survey to increase understanding and teachers' ability to better and more accurately design wellbeing curriculum.</p> | <input checked="" type="checkbox"/> Wellbeing Team  |                                       | <p>to:<br/>Term 4</p>                      | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items               |
| <p>Use DC G.E.M.s Wellbeing program to foster classroom environs that promote positive mental health.</p>   | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Focus Peer Observations on how Social Emotional Wellbeing is explored and developed with students in each class</p>  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> School Leadership Team | <input type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used  |

|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
|   |   |                                       |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Establish student newspaper/ forums/focus group meetings, to promote student voice and to seek feedback on the promotion of mental health, and to explore student identified issues and to harness their interests. | <input checked="" type="checkbox"/> Year Level Co-ordinator(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>Goal 2</b>   | Improve levels of student voice and agency in learning  |                                       |                                  |  |
| <b>12 Month Target 2.1</b>  | By end 2022, AtoSS results for positive endorsement of Student Voice and Agency, overall positive % to move from 66 to 80%                                      |                                       |                                  |  |
| <b>12 Month Target 2.2</b>  | By end 2022, AtoSS results for positive endorsement of Sense of Connectedness, overall positive % to move from 77 to 90%  |                                       |                                  |  |
| <b>12 Month Target 2.3</b>  | By end 2022, AtoSS results for positive endorsement of Motivation and Interest, overall positive % to move from 71 to 85%                                       |                                       |                                  |  |
| <b>12 Month Target 2.4</b>  | By end 2022, Parent, Caregiver, Guardian Opinion Survey results for positive endorsement of Student Voice and Agency, overall positive % to move from 74 to 85% |                                       |                                  |  |
| <b>KIS 1</b>  | Develop processes from F to 6 to build opportunities for students to exercise student agency in their learning  |                                       |                                  |  |



|  |  |                              |             |                        |
|--|--|------------------------------|-------------|------------------------|
| Intellectual engagement and self-awareness |  |                              |             |                        |
| <b>Actions</b>                             | Develop a plan for development of 'Student Voice and Agency' and implement this progressively through all levels of the school.  |                              |             |                        |
| <b>Outcomes</b>                            | <ul style="list-style-type: none"> <li>• Leaders will provoke regular professional conversations around developing whole school processes that provide opportunities for students to use their voice and exercise agency in their learning.</li> <li>• Leaders will strengthen the culture of teachers and students working together so that student voice is heard and respected.</li> <li>• Through collaborative goal setting with their students, teachers will develop common processes and a common language to promote student voice and feedback.</li> <li>• Students will share with their teachers, their learning aspirations and how they might go about achieving those.</li> <li>• Students will ably explain concepts learned to peers and teachers, and record their understanding in multiple ways.</li> <li>• Students will participate productively in student action groups for various purposes.</li> </ul>             |                              |             |                        |
| <b>Success Indicators</b>                  | <p>Early Indicators</p> <ul style="list-style-type: none"> <li>• SIT Documentation - reflecting continuing evolution of a strong school culture of mutual respect, and constructive feedback shared between teachers and students.</li> <li>• Records of individual student learning goals, and student achievement of such.</li> <li>• Curriculum planning documents - reflecting independence in choice of student learning tasks and methods of delivery/presentation</li> <li>• Student Self-Reflections re their level of agency to influence their learning.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Student Attitude to School Survey Data re growth in Motivation, Engagement, Wellbeing and Achievement show increased student satisfaction.</li> <li>• Parent, Caregiver, Guardian Opinion Survey feedback regarding Student Agency and Voice shows improved levels of satisfaction.</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> |

|   |   |  |                                  |  |
|---|---|--|----------------------------------|--|
| <p>Teachers will collectively develop a bank of learning opportunities and activities F-6, which promote students' voice, and enable their agency to productively and responsibly advocate for advancement in their learning and development.</p> | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Students will confer with their teachers as to the development of their learning, as expressed in their individual learning goals in the core areas of reading, writing, mathematics and social and emotional wellbeing.</p>                   | <input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)              | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Teachers develop a common teaching approach promoting student wellbeing in general, and fostering Student Voice and Agency specifically, using an agreed lesson structure/format to incorporate all elements deemed essential.</p>             | <input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$2,000.00</p> <input type="checkbox"/> Equity funding will be used   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> 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                      | \$9,740.00                  | \$9,740.00                           | \$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                    |
| <b>Total</b>                        | \$9,740.00                  | \$9,740.00                           | \$0.00                    |

### Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$0.00 |

### Activities and Milestones - Equity Funding

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

### 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 |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional Funding Planner – Total Budget

| Activities and Milestones                                     | Budget     |
|---|------------|
| Equity Funding to contribute to staffing LEP Literacy Support | \$9,740.00 |
| <b>Totals</b>   | \$9,740.00 |

### Additional Funding Planner – Equity Funding

| Activities and Milestones                                     | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Equity Funding to contribute to staffing LEP Literacy Support | from:<br>Term 1<br>to:<br>Term 4 | \$9,740.00             | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| <b>Totals</b>   |                                  | \$9,740.00             |   |

### Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones                                     | When                             | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Equity Funding to contribute to staffing LEP Literacy Support | from:<br>Term 1<br>to:<br>Term 4 |                        |          |
| <b>Totals</b>   |                                  |                        |          |

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

| Activities and Milestones                                     | When                             | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Equity Funding to contribute to staffing LEP Literacy Support | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |          |
| <b>Totals</b>   |                                  | \$0.00                 |          |

## Professional Learning and Development Plan

| Professional Learning Priority   | Who   | When                       | Key Professional Learning Strategies   | Organisational Structure  | Expertise Accessed   | Where  |
|--|---|----------------------------|--|---|--|--|
| Professional Learning for teachers re data management and use of data wall   | <input checked="" type="checkbox"/> Leading Teacher(s)  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff                 | <input checked="" type="checkbox"/> On-site                |
| Consultant working with staff regarding teaching of Mathematics (numeracy)   | <input checked="" type="checkbox"/> All Staff   | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><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"/> External consultants<br>M Ymer | <input checked="" type="checkbox"/> On-site                |
| Participation in the formal PLC training with NWVRegion.   | <input checked="" type="checkbox"/> School Improvement Team   | from: Term 2<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Formalised PLC/PLTs                      | <input checked="" type="checkbox"/> Network Professional Learning                                   | <input checked="" type="checkbox"/> PLC Initiative                 | <input checked="" type="checkbox"/> Off-site<br>Region-run |
| Continue to audit and develop DC G.E.M.s program to amalgamate the most valuable resources, to reflect increasingly effective wellbeing and social and emotional learning. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Wellbeing Team | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><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                |

|   |   |  |   |   |  |   |
|---|---|--|---|---|--|---|
| <p>Teachers develop a common teaching approach promoting student wellbeing in general, and fostering Student Voice and Agency specifically, using an agreed lesson structure/format to incorporate all elements deemed essential.</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
|---|---|--|---|---|--|---|