2022 Annual Implementation Plan

for improving student outcomes

Lalor North Primary School (5035)

Submitted for review by David Williams (School Principal) on 06 April, 2022 at 10:41 AM
Endorsed by Rachel Corben (Senior Education Improvement Leader) on 06 April, 2022 at 12:57 PM
Endorsed by Bonnie Karovski (School Council President) on 17 August, 2022 at 04:45 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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	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	These new FISO continua use the same wording against each criteria. Our School Improvement Team reflected on the use of terms like equitable, outcomes, growth and attainment - all of which seemed very relevant to the Teaching and Learning dimension but not necessarily reflective of our performance and growth against the FISO 2.0. The FISO 2.0 dimensions were most useful in helping our School Improvement Team determine where the school fell against each continua.

	Against 3 of the 5 areas the team self-assessed Lalor North Primary School as embedding, with our positive staff culture, leadership and assessment practices particularly strong. We look forward to moving to embedding against the other two continua, particularly with more equitable and stronger outcomes for our students in teaching and learning and increased student voice and agency.
Considerations for 2022	In 2022 we enter into our third year of the COVID-19 pandemic. We want to re-establish the strong routines, processes and structures that have already helped to deliver our school improvement priorities in 2019-21, whilst being disrupted through periods of remote and online learning. This includes: - Ensuring consistency and rigor in the collection and analysis of student achievement data in our PLCs - Ensuring formative assessment drives all of our teaching instruction (what do our students need to learn next?) - Building on the culture of trust, teamwork and collaboration (our staff-developed PLC values) and the practices consistent with our Staff Charter where everyone joins in for the benefit of our students. - Continuing to build our shool-wide approach to Positive Behaviour and ensuring that we intervene to address tier 2 and tier 3 behaviours.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning in literacy
Target 2.1	Increase the percentage of Year 5 students making high growth in NAPLAN Reading from 14% to 25% by 2023.
Target 2.2	Decrease the number of students making low growth in Year 5 NAPLAN Reading from 24% to 20% by 2023.
Target 2.3	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Reading from 30% to 35% by 2023.

Target 2.4	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Writing from 22% to 26% by 2023
Target 2.5	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Target 2.6	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 2.a Building practice excellence	Embed an agreed and consistently implemented Lalor North PS PLC inquiry cycle, that build steacher collaboration and collective efficacy.
Key Improvement Strategy 2.b Building practice excellence	Further develop and embed a whole school instructional mode
Key Improvement Strategy 2.c Building practice excellence	Further develop the literacy instructional model to include reading, writing and speaking and listening
Goal 3	To improve student learning in numeracy
Target 3.1	Increase the percentage of Year 5 students making high growth in NAPLAN Numeracy from 18% in 2019 to 25% in 2023.

Target 3.2	Decrease the percentage of Year 5 students making low growth in NAPLAN Numeracy from 26% in 2019 to 22% in 2023.
Target 3.3	Increase the percentage of Year 5 students in the top two bands of NAPLAN Numeracy from 25% in 2019 to 30% in 2023.
Target 3.4	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 3.a Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy
Key Improvement Strategy 3.b Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes
Goal 4	To improve student agency in learning
Target 4.1	Increase the percentage of students positively endorsing Student Voice and Agency in the student AToSS from 67% in 2019 to 80% in 2023.

Target 4.2	Increase the percentage of students positively endorsing 'I am learning things that really interest me' in the AToSS from 76% in 2019 to 85% in 2023.
Target 4.3	Increase the percentage of staff members positively endorsing Trust in Students and Parents in the SSS from 59% in 2019 to 70% in 2023.
Target 4.4	Increase the percentage of parents positively endorsing Student Voice and Agency in the Parent Opinion Survey (POS) from 78% in 2019 to 85% in 2023.
Target 4.5	Increase the percentage of students positively endorsing the Teacher Concern factor in the AToSS from 75% in 2019 to 85% in 2023
Target 4.6	Increase the percentage of students positively endorsing the Stimulated Learning factor in the AToSS from 79% in 2019 to 85% in 2023
Key Improvement Strategy 4.a Building practice excellence	Build teacher capacity to incorporate the HITS and Practice Principles for Excellence in Teaching and Learning (PP) into their practice
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in the classroom
Key Improvement Strategy 4.c	Build teacher capacity to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning

Intellectual engagement and self-awareness	
Key Improvement Strategy 4.d Vision, values and culture	Develop an organisational design for the school and its learning spaces

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	For all students involved in the TLI to make at least 12 months growth in reading in 2022. For 90% of students to make clearly identifiable growth as measured against the PLC Inquiry school-developed Place Value continuum. To develop structures and processes to identify students who are at-risk (academically, socially, emotionally), to monitor these students and provide appropriate support (e.g. to school, community and DET resources).
To improve student learning in literacy	Yes	Increase the percentage of Year 5 students making high growth in NAPLAN Reading from 14% to 25% by 2023.	For 25% of Year 5 students to make high growth in NAPLAN reading
		Decrease the number of students making low growth in Year 5 NAPLAN Reading from 24% to 20% by 2023.	For 22% of Year 5 students to make low growth in NAPLAN reading.

		Increase the percentage of students in the top two Bands for Year 5 NAPLAN Reading from 30% to 35% by 2023.	For 35% of Year 5 students to achieve in the top two bands of NAPLAN reading.
		Increase the percentage of students in the top two Bands for Year 5 NAPLAN Writing from 22% to 26% by 2023	To maintain a result at or above 26% of Year 5 students achieving in the top two bands of NAPLAN (in 2021 31% of students achieved results in the top two bands).
		Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
		Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
To improve student learning in numeracy	Yes	Increase the percentage of Year 5 students making high growth in NAPLAN Numeracy from 18% in 2019 to 25% in 2023.	To maintain a result at or above 25% of Year 5 students making high growth in NAPLAN numeracy (in 2021, 29% of students made high growth).

		Decrease the percentage of Year 5 students making low growth in NAPLAN Numeracy from 26% in 2019 to 22% in 2023.	For 24% (or less) of Year 5 students to make low growth in NAPLAN numeracy.
		Increase the percentage of Year 5 students in the top two bands of NAPLAN Numeracy from 25% in 2019 to 30% in 2023.	For 27% of Year 5 students to achieve in the top two bands of NAPLAN numeracy.
		For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
To improve student agency in learning	Yes	Increase the percentage of students positively endorsing Student Voice and Agency in the student AToSS from 67% in 2019 to 80% in 2023.	For 74% of students to positively endorse Student Voice and Agency in the AToSS.
		Increase the percentage of students positively endorsing 'I am learning things that really interest me' in the AToSS from 76% in 2019 to 85% in 2023.	For 80% of students to positively endorse 'I am learning things that really interest me', in the AToSS.
		Increase the percentage of staff members positively endorsing Trust in Students and Parents in the SSS from 59% in 2019 to 70% in 2023.	For 68% of staff members to positively endorse Trust in Students and Parents in the School Staff Survey.

		Increase the percentage of parents positively endorsing Student Voice and Agency in the Parent Opinion Survey (POS) from 78% in 2019 to 85% in 2023.	To maintain a result at or above 85% of respondents endorsing student voice and agency in the Parent and Carers Opinion Survey.
		Increase the percentage of students positively endorsing the Teacher Concern factor in the AToSS from 75% in 2019 to 85% in 2023	For 80% of students to positively endorse Teacher Concern in the AToSS.
		Increase the percentage of students positively endorsing the Stimulated Learning factor in the AToSS from 79% in 2019 to 85% in 2023	For 80% of students to positively endorse Stimulated Learning in the AToSS.

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	For all students involved in the TLI to make at least 12 months growth in reading in 2022.

For 90% of students to make clearly identifiable growth as measured against the PLC Inquiry school-developed Place Value continuum.

To develop structures and processes to identify students who are at-risk (academically, socially, emotionally), to monitor these students and provide appropriate support (e.g. to school, community and DET resources). |

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student learning in literacy	
12 Month Target 2.1	For 25% of Year 5 students to make high growth in NAPLAN reading	
12 Month Target 2.2	For 22% of Year 5 students to make low growth in NAPLAN reading.	
12 Month Target 2.3	For 35% of Year 5 students to achieve in the top two bands of NAPLAN reading.	
12 Month Target 2.4	To maintain a result at or above 26% of Year 5 students achieving in the top two bands of NAPLAN (in 2021 31% of students achieved results in the top two bands).	
12 Month Target 2.5	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	
12 Month Target 2.6	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Embed an agreed and consistently implemented Lalor North PS PLC inquiry cycle, that build steacher collaboration and collective efficacy.	Yes
KIS 2 Building practice excellence	Further develop and embed a whole school instructional mode	Yes
KIS 3 Building practice excellence	Further develop the literacy instructional model to include reading, writing and speaking and listening	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.	In the second last-year of our SSP these three areas continue to be central to our school improvement work.	
Goal 3	To improve student learning in numeracy	
12 Month Target 3.1	To maintain a result at or above 25% of Year 5 students making high growth in NAPLAN numeracy (in 2021, 29% of students made high growth).	
12 Month Target 3.2	For 24% (or less) of Year 5 students to make low growth in NAPLAN numeracy.	
12 Month Target 3.3	For 27% of Year 5 students to achieve in the top two bands of NAPLAN numeracy.	
12 Month Target 3.4	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy	Yes

KIS 2 Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need	Yes
KIS 3 Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes	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.	In the second last-year of our SSP these three areas continue to be central to our school improvement work.	

Goal 4	To improve student agency in learning
12 Month Target 4.1	For 74% of students to positively endorse Student Voice and Agency in the AToSS.
12 Month Target 4.2	For 80% of students to positively endorse 'I am learning things that really interest me', in the AToSS.
12 Month Target 4.3	For 68% of staff members to positively endorse Trust in Students and Parents in the School Staff Survey.
12 Month Target 4.4	To maintain a result at or above 85% of respondents endorsing student voice and agency in the Parent and Carers Opinion Survey.
12 Month Target 4.5	For 80% of students to positively endorse Teacher Concern in the AToSS.
12 Month Target 4.6	For 80% of students to positively endorse Stimulated Learning in the AToSS.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to incorporate the HITS and Practice Principles for Excellence in Teaching and Learning (PP) into their practice	Yes

KIS 2 Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in the classroom	Yes
KIS 3 Intellectual engagement and self-awareness	Build teacher capacity to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning	Yes
KIS 4 Vision, values and culture	Develop an organisational design for the school and its learning spaces	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.	In the second last-year of our SSP student voice and agency must be a priority in our school's improvement journey.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	For all students involved in the TLI to make at least 12 months growth in reading in 2022. For 90% of students to make clearly identifiable growth as measured against the PLC Inquiry school-developed Place Value continuum. To develop structures and processes to identify students who are at-risk (academically, socially, emotionally), to monitor these students and provide appropriate support (e.g. to school, community and DET resources).
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	Embed and maintain PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. Focus PLC inquiries in numeracy for the first time. Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs.
Outcomes	Teachers will confidently and accurately identify student learning needs of all of their students Students will know what their next steps are to progress their learning.
Success Indicators	A documented assessment schedule and evidence of teachers inputting data and moderating assessments Teachers' formative assessment data and summative judgements against the curriculum

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Revisit PLCs for all staff. Ensure consistency and support for PLC leaders through weekly PLC meetings.	☑ All Staff ☑ PLC Leaders	☑ 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
Employ a senior member of the teaching staff to overview and conduct intervention through the TLI	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ 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
Target intervention in literacy skills for students from a refugee background.	☑ Teacher(s)	☑ PLP Priority	from: Term 2	$13,600.00

				to: Term 4	☐ 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
In a complex budgeting and staffing environment maintain class sizes as small as possible whilst operating 13 classes for 285 students.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ 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	

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Students with emerging or acute wellbeing needs identified and referred appropriately Continue to embed the school's School wide Positive Behaviour Support (SWPBS) framework for tiered social regulation/engagement. Strengthen in-class relationships through peer and group learning activities.

Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing
	At-risk students will be identified and receive targeted support in a timely manner
	Students will have strong relationships with peers/staff
Success Indicators	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns
	Student pre and post support surveys or other surveys.
	Documentation of frameworks, policies or programs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ensure student wellbeing is a professional learning focus for a teacher-meeting at least once per term.	☑ Leadership Team	☑ 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
Document and track individual student wellbeing needs through leadership meetings.	☑ Leadership Team	☑ 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
Build multi-age and cross-age interactions and opportunities for students to reflect on what makes our school a place of belonging and connection through Harmony Day	☑ Leadership Team	☑ 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
Engage with Therapy Dogs to support our most vulnerable students (including refugee background students)	☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 3	$3,800.00 ☐ 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

Goal 2	To improve student learning in literacy			
12 Month Target 2.1	For 25% of Year 5 students to make high growth in NAPLAN reading			
12 Month Target 2.2	For 22% of Year 5 students to make low growth in NAPLAN reading.			
12 Month Target 2.3	For 35% of Year 5 students to achieve in the top two bands of NAPLAN reading.			
12 Month Target 2.4	To maintain a result at or above 26% of Year 5 students achieving in the top two bands of NAPLAN (in 2021 31% of students achieved results in the top two bands).			
12 Month Target 2.5	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.			
12 Month Target 2.6	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.			
KIS 1 Building practice excellence	Embed an agreed and consistently implemented Lalor North PS PLC inquiry cycle, that build steacher collaboration and collective efficacy.			
Actions	In the fourth year of our PLC Inquiry cycles we will hold inquiries in numeracy for the first time, embedding our processes, structures and routines and continuing this learning across the curriculum.			
Outcomes	The data literacy of our staff will continue to grow, as will teachers' knowledge of the FISO Inquiry Cycle and use of student learning data to reflect on the effectiveness of teacher practice.			
Success Indicators	Clearly sequenced planning for the PLC inquiry in the meeting schedule (linked to the ongoing assessment schedule). PLC Inquiry Cycle Data. PIVOT surveys. Leadership and PLC Leaders meetings minutes.			

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Undertake termly peer observations linked to PLC inquiry cycles or the school's whole school instructional model	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,200.00 ☑ 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	
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,890.00 ☑ 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 Building practice excellence	Further develop and embed a whole school instructional mode
Actions	Professional Learning to develop common understandings about high-impact teaching practices. Collaboration to identify and build shared commitments from all LNPS teachers towards the 4 pillars of our instructional model.

Outcomes	Stronger consistency of practice across all programs and year levels in the school.
	Clearly evidenced high-impact teacher practices are at the core of the Whole School Instructional Model.
	Evidenced staff ownership of the Whole School Instructional Model.
Success Indicators	School Staff Survey PIVOT survey. AToSS (Stimulated Learning) PLC planners on the Google Drive make clear links and reference to the Whole School Instructional Model.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Termly Reading Benchmarking	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,200.00 ☑ 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 3 Building practice excellence	Further develop the literacy instructional model to include reading, writing and speaking and listening
Actions	Whole school professional learning on the Science of Reading. Continuation of a Teaching of Reading Team who lead the professional learning on the Science of Reading across the school. Evaluation of our current practices in the teaching of reading and analysis with regards to the Science of Reading.

	Development of approaches to reading across the whole school that align with the Science of Reading and our Whole School Instructional Model.
Outcomes	A shared understanding and commitment to evidence-based practices in the teaching of reading. Clearly identified focus area for professional learning for 2023 Successful continuation of the Teaching of Reading Team, engaging with all staff members to help promote reflective practice and to build shared understandings and commitment.
Success Indicators	PLC planning documents. Professional learning documentation (e.g. documents on the google drive developed by all teachers or by PLCs or PL groups). A Professional Learning Plan for Reading for 2023.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ an acting Learning Specialist to lead the teaching of reading team.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,890.00 ☑ 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
Provide access to quality online databases, apps and learning tools to support student learning for all students. Soundwaves $996 Reading Eggs $3489	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$4,485.00 ☑ 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 |
Goal 3	To improve student learning in numeracy
12 Month Target 3.1	To maintain a result at or above 25% of Year 5 students making high growth in NAPLAN numeracy (in 2021, 29% of students made high growth).
12 Month Target 3.2	For 24% (or less) of Year 5 students to make low growth in NAPLAN numeracy.
12 Month Target 3.3	For 27% of Year 5 students to achieve in the top two bands of NAPLAN numeracy.
12 Month Target 3.4	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
KIS 1
Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy
Actions	Continue to ensure that the Whole School Instructional Model is applicable to, and meets the needs of students and teachers when learning mathematics.
Align the PLC inquiry to mathematics and to the Whole School Instructional Model.
Further develop teachers' pedagogical and curriculum knowledge through the PLC Inquiry process.
Outcomes	Enhanced collaborative planning for student learning in mathematics by teachers in their PLCs.
More consistent language and teaching strategies across the school, including the use of the Whole School Instructional Model for all teachers when teaching mathematics.
Success Indicators	PLC inquiry documentation.
Documentation of the development of the Whole School Instructional Model.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide access to quality online databases, apps and learning tools to support student learning for all students. Mathletics $4056 Essential Assessments $3680	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$7,836.00 ☐ 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
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,890.00 ☐ 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 Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need			

Actions	Weekly PLC meetings focused on using student achievement data to inform planning in reading, writing and mathematics.
	Continued unification of the Assessment Schedule and Meeting Schedule to ensure that meaningful assessment takes place in the week before it will be analysed and subsequently used to inform planning.
	Summative assessments are conducted at the end of units (as post-tests) and are marked, documented and analysed consistently in PLCs.
Outcomes	Teachers use student achievement data to plan learning intentions, success criteria and activities to meet students at their point of need.
Success Indicators	Unit Plans PLC inquiry documentation (Here's What, So What, Now What)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Termly teacher meetings reflecting on the growth of student learning in PLC Inquiry cycles (in particular - what teaching strategy has caused this growth?)	☑ Teacher(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
Continue to build data literacy through leadership participation and attendance at weekly PLC data meetings.	☑ Principal	☑ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ 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 3 Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes				
Actions	Continue to use 3 weekly data cycle for numeracy in PLC teams PLC inquiry in the area of numeracy focused on place value in term 2				
Outcomes	Teachers will build capacity to reflect on our impact on student learning Teachers will make connections between student learning outcomes and highly impactful teaching strategies.				
Success Indicators	meeting schedule PLC reflection - "here's what so what now what so" and end of PLC inquiry reflection data - pre & post test developmental continuums planning documents PLC meetings				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
PLC discussions each week to analyse data.	☑ Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ 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

Goal 4	To improve student agency in learning
12 Month Target 4.1	For 74% of students to positively endorse Student Voice and Agency in the AToSS.
12 Month Target 4.2	For 80% of students to positively endorse 'I am learning things that really interest me', in the AToSS.
12 Month Target 4.3	For 68% of staff members to positively endorse Trust in Students and Parents in the School Staff Survey.
12 Month Target 4.4	To maintain a result at or above 85% of respondents endorsing student voice and agency in the Parent and Carers Opinion Survey.
12 Month Target 4.5	For 80% of students to positively endorse Teacher Concern in the AToSS.
12 Month Target 4.6	For 80% of students to positively endorse Stimulated Learning in the AToSS.
KIS 1 Building practice excellence	Build teacher capacity to incorporate the HITS and Practice Principles for Excellence in Teaching and Learning (PP) into their practice
Actions	Provide students with multiple opportunities to give feedback (surveys, etc.) that informs classroom teachers on student perceptions of learning in their classroom.
Outcomes	Teachers will develop an understanding of the teaching strategies they are already using in their classroom and will identify areas for further development.

Success Indicators	Use of PIVOT surveys in PLC meetings for goal setting. Outcomes of 2nd PIVOT survey.				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Undertake 2 x PIVOT surveys in 2022		☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200.00 ☐ 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 Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in the classroom				
Actions	Analyse pivot data Work collaboratively as a staff to develop a common language/understanding of student voice and agency (possibly part of the pillar).				
Outcomes	Staff can define what student voice and agency is at LNPS				
Success Indicators	The whole school instructional model includes a statement of agreed expectations regarding Student Agency in learning with common definitions.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning on our instructional model to include student voice (to include pupil-free days and teacher meetings).	☑ Teacher(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 3 Intellectual engagement and self-awareness	Build teacher capacity to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning
Actions	Teachers to continue to have teaching and learning conversations through writing conferences and reading assessments related to individual student goals.
Outcomes	Teachers regularly support students to co-construct goals and monitor these goals.
Success Indicators	Notes from writing conferences. PLC discussions when analysing and aggregating data from writing conference goals.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continued professional learning on 1:1 feedback mechanisms, including writing conferences	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ 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	$292,544.00	$270,665.00	$21,879.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$292,544.00**	**$270,665.00**	**$21,879.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
In a complex budgeting and staffing environment maintain class sizes as small as possible whilst operating 13 classes for 285 students.	$200,000.00
Undertake termly peer observations linked to PLC inquiry cycles or the school's whole school instructional model	$7,200.00
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	$25,890.00
Termly Reading Benchmarking	$7,200.00
Employ an acting Learning Specialist to lead the teaching of reading team.	$25,890.00
Provide access to quality online databases, apps and learning tools to support student learning for all students. Soundwaves $996 Reading Eggs $3489	$4,485.00

Totals	$270,665.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
In a complex budgeting and staffing environment maintain class sizes as small as possible whilst operating 13 classes for 285 students.	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing
Undertake termly peer observations linked to PLC inquiry cycles or the school's whole school instructional model	from: Term 1 to: Term 4	$7,200.00	☑ CRT
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	from: Term 1 to: Term 4	$25,890.00	☑ School-based staffing
Termly Reading Benchmarking	from: Term 1 to: Term 4	$7,200.00	☑ CRT
Employ an acting Learning Specialist to lead the teaching of reading team.	from: Term 1 to: Term 4	$25,890.00	☑ School-based staffing
Provide access to quality online databases, apps and learning tools to support student learning for all students.	from: Term 1	$4,485.00	☑ Teaching and learning programs and resources

Soundwaves $996 Reading Eggs $3489	to: Term 4		
Totals		$270,665.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Revisit PLCs for all staff. Ensure consistency and support for PLC leaders through weekly PLC meetings.	☑ All Staff ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Employ a senior member of the teaching staff to overview and conduct intervention through the TLI	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Target intervention in literacy skills for students from a refugee background.	☑ Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
In a complex budgeting and staffing environment maintain class sizes as small as possible whilst operating 13 classes for 285 students.	☑ Principal	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Ensure student wellbeing is a professional learning focus	☑ Leadership Team	from: Term 1	☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

for a teacher-meeting at least once per term.		to: Term 4				
Document and track individual student wellbeing needs through leadership meetings.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Build multi-age and cross-age interactions and opportunities for students to reflect on what makes our school a place of belonging and connection through Harmony Day	☑ Leadership Team	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Engage with Therapy Dogs to support our most vulnerable students (including refugee background students)	☑ Leadership Team	from: Term 3 to: Term 3	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Therapy Dogs	☑ On-site
Undertake termly peer observations linked to PLC inquiry cycles or the school's whole school instructional model	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Bastow program/course ☑ Learning Specialist ☑ Pedagogical Model	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Termly Reading Benchmarking	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Employ an acting Learning Specialist to lead the teaching of reading team.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Release Learning Specialist for 1 day per week to lead the PLC Inquiry Cycle and help develop the whole school instructional model.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist	☑ On-site
Termly teacher meetings reflecting on the growth of student learning in PLC Inquiry cycles (in particular - what teaching strategy has caused this growth?)	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Continue to build data literacy through leadership participation and attendance at weekly PLC data meetings.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
PLC discussions each week to analyse data.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Undertake 2 x PIVOT surveys in 2022	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Departmental resources PIVOT	☑ On-site
Professional Learning on our instructional model to include student voice (to include pupil-free days and teacher meetings).	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continued professional learning on 1:1 feedback mechanisms, including writing conferences	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site