

2022 Annual Implementation Plan

for improving student outcomes

Woodlands Primary School (5319)



Submitted for review by Matthew Gallagher (School Principal) on 30 November, 2021 at 02:37 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	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	Evolving
	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	<p>The PRSE alongside our 2021 School Review allowed us to reflect and we noted:</p> <ul style="list-style-type: none"> - Relationships will remain the core of our school. They are our main priority within all classrooms and within our school community. - We will continue to work on the consistency of our teaching and learning programs, refining our planning documentation and considering the changes that will be needed to reflect the current learning situation. - Literacy and numeracy will be our learning priority areas. - We will continue to encourage our whole school community to have high expectations for all students and encourage them
---------------------------------------	---

	<p>to 'be their best'.</p> <ul style="list-style-type: none"> - We will work to strengthen our PLC process and refine our documentation, including the use of data protocols to assist with staff data literacy. - We will continue to embed the HITs into our daily practice, ensuring they are a priority in teachers' pedagogy. - The continued development of student voice and agency will be a school wide priority. - Due to the learning environment in 2020 and 2021, the development of our new support team for inclusion of all students will be extremely important and a top priority.
Considerations for 2022	<p>Due to the learning environment of 2020 and 2021 we will need to continue to closely monitor student learning and health and wellbeing. We will need to be flexible and adaptable with each and every student.</p>
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

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority - For our NAPLAN Numeracy data to continue to grow from 2021. - Year 3 top two bands from 48% to 52%. - Year 5 top two bands from 36% to 40%.</p> <p>Wellbeing Priority - AToSS - sense of confidence data to improve from 83% to 86%. AToSS - connectedness to retain (2020) 90%. For our school wide absence days to reduce to 15 or less per student.</p> <p>School survey - for our teachers to be consistently using our THRIVE program from 8.7% to 70%, for our teachers to consistently have THRIVE time allocated in their planners from 47% to 100%.</p>

<p>Goal 1</p>	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a</p>
----------------------	---

	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	<p>Learning Priority - For our NAPLAN Numeracy data to continue to grow from 2021. - Year 3 top two bands from 48% to 52%. - Year 5 top two bands from 36% to 40%.</p> <p>Wellbeing Priority - AToSS - sense of confidence data to improve from 83% to 86%. AToSS - connectedness to retain (2020) 90%. For our school wide absence days to reduce to 15 or less per student.</p> <p>School survey - for our teachers to be consistently using our THRIVE program from 8.7% to 70%, for our teachers to consistently have THRIVE time allocated in their planners from 47% to 100%.</p>	
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.	

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	<p>Learning Priority - For our NAPLAN Numeracy data to continue to grow from 2021.</p> <ul style="list-style-type: none"> - Year 3 top two bands from 48% to 52%. - Year 5 top two bands from 36% to 40%. <p>Wellbeing Priority - AToSS - sense of confidence data to improve from 83% to 86%. AToSS - connectedness to retain (2020) 90%. For our school wide absence days to reduce to 15 or less per student.</p> <p>School survey - for our teachers to be consistently using our THRIVE program from 8.7% to 70%, for our teachers to consistently have THRIVE time allocated in their planners from 47% to 100%.</p>
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	<ul style="list-style-type: none"> - Build greater staff capacity around data literacy and assessment in order to meet students' individual learning needs (including staff capacity to understand and implement IEPs). - Develop a multi-tiered response to meet students' academic needs. - Build staff capacity around extending students beyond the 'at level' curriculum. - Use PLC's for staff to collaboratively plan units of work with a focus on differentiation.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported. - Students will feel that they are supported to meet their academic needs in the area of numeracy.

	<ul style="list-style-type: none"> - Teachers will interpret data and work to teach students based on their needs. - Teachers and tutors will plan for differentiation based on data. - Tutors will provide academic support for those students who have been identified based on clear criteria. - Leaders will support teachers to incorporate effective assessment data literacy practices through clear processes. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Year level weekly planning documentation to show plans for differentiation. - PLC minutes to show staff collaboration and reflection based on student learning needs. - Assessment to show student learning growth. - IEP's to identify adjustments for students academic needs. <p>Late indicators:</p> <ul style="list-style-type: none"> - Teacher's Victorian Curriculum teacher judgement will show high percent of students as 'above level'. - School survey - AtoSS - NAPLAN data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of tutor leader and tutoring team.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$198,800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore multi-tiered system of support	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update IEP templates and processes in line with best practice.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review assessment schedule and provide time for PD and moderation around formative and summative assessment.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review planners to ensure extension is a priority.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Develop a multi tiered response to meet students academic, wellbeing and mental health needs. - Continue to develop and embed a school wide positive education model (THRIVE). 			
Outcomes	<ul style="list-style-type: none"> - Students will receive support or intervention based on their needs through our tiered intervention program. - Students will feel supported to achieve our school motto of 'Be Your Best'. - Students will report improved mental health. - Parents will feel supported to assist their children with their mental health and wellbeing needs. 			

	<ul style="list-style-type: none"> - Teachers will plan for and implement our school wide positive education model (THRIVE). - Leaders will support the continuous development, documentation and revision of the school's response to student wellbeing. 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - LIEN (Langwarrin Inclusive Education Network) documentation will show how students are being catered for - Notes from the disability inclusion team meetings - Tiered system documentation in place and clearly stated for all staff, parents and students. <p>Late indicators</p> <ul style="list-style-type: none"> - Achievement in Victorian Curriculum: Personal and Social Capability - AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ wellbeing team - Disability Inclusion Leader, Wellbeing Coordinator, Speech-language Pathologist, Psychologist and inclusive network leader.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$341,064.33 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a multi tiered support framework.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the THRIVE program (personal and social curriculum), making effective changes based on teacher feedback.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise PD for staff to assist with their understanding of mental health, including the Berry Street PD.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
--	--	--	--	--------------------------------------

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$56,199.80	\$0.00	\$56,199.80
Disability Inclusion Tier 2 Funding	\$380,412.88	\$0.00	\$380,412.88
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$436,612.68	\$0.00	\$436,612.68

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ wellbeing team - Disability Inclusion Leader, Wellbeing Coordinator, Speech-language Pathologist, Psychologist and inclusive network leader.	\$341,064.33
Organise PD for staff to assist with their understanding of mental health, including the Berry Street PD.	\$10,000.00
Totals	\$351,064.33

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ wellbeing team - Disability Inclusion Leader, Wellbeing Coordinator, Speech-language Pathologist, Psychologist and inclusive network leader.	from: Term 1 to: Term 4	\$341,064.33	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader • Education Support Staff
Organise PD for staff to assist with their understanding of mental health, including the Berry Street PD.	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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
Explore multi-tiered system of support	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Organise PD for staff to assist with their understanding of mental health, including the Berry Street PD.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street PD	<input checked="" type="checkbox"/> On-site