

# **2022 Annual Implementation Plan**

## **for improving student outcomes**

South Melbourne Park Primary School (5562)

**SOUTH  
MELB.  
PARK**

Submitted for review by Rosemary Cosentino (School Principal) on 31 January, 2022 at 02:11 PM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 07 February, 2022 at 04:36 PM  
Endorsed by Nicole Campbell (School Council President) on 07 February, 2022 at 05:21 PM

## Self-evaluation Summary - 2022

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

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

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

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

<b>Enter your reflective comments</b>	In summary, we are well on our way as a school in developing and implementing our curriculum programs and agreed practices school wide, particularly in literacy. Mathematics is a future focus, and embedding and ensuring consistency across these practices is a large focus for 2022. We have started with the consistent teaching and learning approaches and are now building staff capability to use assessments and assessment data more effectively. This is supported by our robust PLC processes that are school wide, and this is the driving force for targeting student learning. Leadership development has been a key focus for the school, and our coaching and mentoring program helps to develop our middle leaders and we are starting to build a positive climate for learning and wellbeing. Our Key Improvement Teams have taken ownership of
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	<p>curriculum areas and working towards delivering on the goals in our SSP and AIP. Our instructional models have been selected to promote student voice, engagement and agency, and we have strong partnerships and opportunities for community and student involvement throughout the school. We have embraced a response to intention approach to supporting student engagement, wellbeing and learning, and this is complemented by our Tier 1 evidence based approaches to social and emotional learning, along with our Tier 2 and Tier 3 multi-disciplinary intervention team.</p> <p>While COVID has interrupted our work over 2020 and 2021, we are in a very strong position moving into 2022 to continue to develop and embed this work.</p>
<p><b>Considerations for 2022</b></p>	<p>In order to effectively deliver on the state wide priorities we need to refine and embed a whole school consistent Mathematics Curriculum Framework, develop consistent assessment practices school wide, and embed a culture of peer observation and coaching to support with the consistency of this implementation. This is supported by our Primary Maths and Science specialists entering their second year of development, which is focused on implementation. We also need to continue to keep student wellbeing at the forefront of our focus, and continue to develop and embed a whole school integrated wellbeing support model and refine our whole school Response to Intervention Framework. Careful consideration needs to be taken into account regarding the progress we have made on our literacy curriculum and practices, and we need to make sure that we do not lose this focus as we embark upon our journey in Mathematics in 2022. Continuation of PLCs to build teacher capacity will be essential to success in these areas.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 2.1</b>	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
<b>Target 2.2</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Effective Teaching Practice for Cognitive Engagement domain;           <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor to be at or above 87 per cent</li> <li>• Stimulating learning factor to be at or above 81 per cent</li> </ul> </li> </ul>

<b>Target 2.3</b>	By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measure will be:  - in the School Climate module; Guaranteed and viable factor to be at or above 81 per cent
<b>Target 2.4</b>	Naplan target(s) to be considered as the school grows.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop consistent school wide approaches for the instruction of literacy and numeracy
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to design curriculum targeting a student's point of learning need.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build the capacity of leaders to embed a Professional Learning Community (PLC) culture throughout the school.
<b>Goal 3</b>	To empower students to develop curious minds, self-belief and thinking mindsets in their learning.
<b>Target 3.1</b>	<ol style="list-style-type: none"> <li>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: <ul style="list-style-type: none"> <li>- in the Social Engagement domain; <ul style="list-style-type: none"> <li>o Student voice and agency factor to be at or above <b>71 per cent</b></li> </ul> </li> </ul> </li> </ol>

<b>Target 3.2</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> <li>• Motivation and interest factor to be at or above <b>83 per cent</b></li> </ul> </li> </ul>
<b>Target 3.3</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Student Development domain; <ul style="list-style-type: none"> <li>• Student agency and voice factor to be at or above <b>81 per cent</b></li> </ul> </li> </ul>
<b>Target 3.4</b>	<p>By 2024, the percentage of F-6 students assessed against the four capabilities in the Victorian Curriculum Levels F-10 will be:</p> <ul style="list-style-type: none"> <li>• Critical and Creative Thinking Capability to be at or above .....<b>75 per cent</b></li> <li>• Personal and Social Learning Capability to be at or above .....<b>75 per cent</b></li> <li>• Ethical Capability to be at or above .....<b>75 per cent</b></li> <li>• Intercultural Capability to be at or above <b>75 per cent</b></li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a consistent understanding of student agency across the school.

<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Develop and embed a whole school pedagogical model.
<b>Goal 4</b>	To improve the wellbeing of all students.
<b>Target 4.1</b>	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: <ul style="list-style-type: none"> <li>- in the Social Engagement domain;             <ul style="list-style-type: none"> <li>• School connectedness factor to be at or above <b>81 per cent</b></li> <li>• Sense of inclusion factor to be at or above <b>89 per cent</b></li> </ul> </li> </ul>
<b>Target 4.2</b>	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: <ul style="list-style-type: none"> <li>- in the Teacher-Student Relations domain;             <ul style="list-style-type: none"> <li>• Teacher concern factor to be at or above <b>77 per cent</b></li> </ul> </li> </ul>
<b>Target 4.3</b>	By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be: <ul style="list-style-type: none"> <li>- in the Safety domain;             <ul style="list-style-type: none"> <li>• Managing bullying factor to be at or above <b>82 per cent</b></li> <li>• Non-experience of bullying factor to be at or above <b>66 per cent</b></li> <li>• Promoting positive behaviour factor to be at or above <b>89 per cent</b></li> <li>• Respect for diversity factor to be at or above <b>90 per cent</b></li> </ul> </li> </ul>



<b>Target 4.4</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Student Development domain; <ul style="list-style-type: none"> <li>• Confidence and resiliency skills factor to be at or above <b>87 per cent</b></li> </ul> </li> </ul>
<b>Target 4.5</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the School Ethos and Environment domain; <ul style="list-style-type: none"> <li>• General satisfaction factor to be at or above <b>88 per cent</b></li> </ul> </li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Develop and embed a consistent and positive whole school approach to student behaviour.
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Build an inclusive, safe and secure learning environment.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority</p> <ul style="list-style-type: none"> <li>- For percentage of students above benchmark in NAPLAN Benchmark Growth for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 25% compared to similar schools 28%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to be at or above similar schools (increase from 2021's 47% compared to similar schools 59%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 31% compared to similar schools 46%)</li> <li>- Maintain positive endorsement of the AtoSS factor 'Stimulated learning' above Similar Schools students on Year 4-6 (&gt;81%)</li> <li>- Increase positive endorsement of the AtoSS factor 'Differentiated Learning' from 78% to above Similar schools (85%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'Guaranteed and Viable Curriculum' to</li> </ul>

			<p>50% positive endorsement (from 2020's 28%)</p> <p>Wellbeing Priority</p> <ul style="list-style-type: none"> <li>- Increase positive endorsement of the AtoSS factor 'Student Voice and Agency' from 59% to 65% for students on Year 4-6</li> <li>- Increase positive endorsement of the AtoSS factor 'Sense of Connectedness' to similar schools or above (increase from 72% to 81%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'School Climate' to at or above the sate (from 2020's 52%)</li> </ul>
To improve literacy and numeracy outcomes for all students.	No	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.	
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Effective Teaching Practice for Cognitive Engagement domain; <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor to be at or above 87 per cent</li> <li>• Stimulating learning factor to be at or above 81 per cent</li> </ul> </li> </ul>	

		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measure will be:</p> <ul style="list-style-type: none"> <li>- in the School Climate module; Guaranteed and viable factor to be at or above 81 per cent</li> </ul>	
		Naplan target(s) to be considered as the school grows.	
To empower students to develop curious minds, self-belief and thinking mindsets in their learning.	No	<p>1. By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Social Engagement domain; <ul style="list-style-type: none"> <li>o Student voice and agency factor to be at or above <b>71 per cent</b></li> </ul> </li> </ul>	
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Learner Characteristics and Disposition domain;</li> </ul>	

		<ul style="list-style-type: none"> <li>• Motivation and interest factor to be at or above <b>83 per cent</b></li> </ul>	
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Student Development domain;</p> <ul style="list-style-type: none"> <li>• Student agency and voice factor to be at or above <b>81 per cent</b></li> </ul>	
		<p>By 2024, the percentage of F-6 students assessed against the four capabilities in the Victorian Curriculum Levels F-10 will be:</p> <ul style="list-style-type: none"> <li>• Critical and Creative Thinking Capability to be at or above .....<b>75 per cent</b></li> <li>• Personal and Social Learning Capability to be at or above .....<b>75 per cent</b></li> <li>• Ethical Capability to be at or above .....<b>75 per cent</b></li> <li>• Intercultural Capability to be at or above <b>75 per cent</b></li> </ul>	

To improve the wellbeing of all students.	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Social Engagement domain; <ul style="list-style-type: none"> <li>• School connectedness factor to be at or above <b>81 per cent</b></li> <li>• Sense of inclusion factor to be at or above <b>89 per cent</b></li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>• Respect for diversity factor to be at or above <b>90 per cent</b></li> </ul>	
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Student Development domain;</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills factor to be at or above <b>87 per cent</b></li> </ul>	
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the School Ethos and Environment domain;</p> <ul style="list-style-type: none"> <li>• General satisfaction factor to be at or above <b>88 per cent</b></li> </ul>	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;  Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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<b>12 Month Target 1.1</b>	<p>Learning Priority</p> <ul style="list-style-type: none"> <li>- For percentage of students above benchmark in NAPLAN Benchmark Growth for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 25% compared to similar schools 28%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to be at or above similar schools (increase from 2021's 47% compared to similar schools 59%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 31% compared to similar schools 46%)</li> <li>- Maintain positive endorsement of the AtoSS factor 'Stimulated learning' above Similar Schools students on Year 4-6 (&gt;81%)</li> <li>- Increase positive endorsement of the AtoSS factor 'Differentiated Learning' from 78% to above Similar schools (85%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'Guaranteed and Viable Curriculum' to 50% positive endorsement (from 2020's 28%)</li> </ul> <p>Wellbeing Priority</p> <ul style="list-style-type: none"> <li>- Increase positive endorsement of the AtoSS factor 'Student Voice and Agency' from 59% to 65% for students on Year 4-6</li> <li>- Increase positive endorsement of the AtoSS factor 'Sense of Connectedness' to similar schools or above (increase from 72% to 81%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'School Climate' to at or above the sate (from 2020's 52%)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	<b>Learning Priority</b> <ul style="list-style-type: none"> <li>- For percentage of students above benchmark in NAPLAN Benchmark Growth for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 25% compared to similar schools 28%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to be at or above similar schools (increase from 2021's 47% compared to similar schools 59%)</li> <li>- For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to be at or above similar schools (increase from 2021's 31% compared to similar schools 46%)</li> <li>- Maintain positive endorsement of the AtoSS factor 'Stimulated learning' above Similar Schools students on Year 4-6 (&gt;81%)</li> <li>- Increase positive endorsement of the AtoSS factor 'Differentiated Learning' from 78% to above Similar schools (85%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'Guaranteed and Viable Curriculum' to 50% positive endorsement (from 2020's 28%)</li> </ul> <b>Wellbeing Priority</b> <ul style="list-style-type: none"> <li>- Increase positive endorsement of the AtoSS factor 'Student Voice and Agency' from 59% to 65% for students on Year 4-6</li> <li>- Increase positive endorsement of the AtoSS factor 'Sense of Connectedness' to similar schools or above (increase from 72% to 81%) for students on Year 4-6</li> <li>- Increase in the Staff Opinion Survey for 'School Climate' to at or above the sate (from 2020's 52%)</li> </ul>
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1 - Refine and embed a whole school consistent Mathematics Curriculum Framework and link these with the whole school Scope and Sequence.</li> <li>2 - Embed a culture of peer observation and coaching</li> <li>3 - Develop consistent assessment practices school wide</li> <li>4 - Kaye Ralph (BPA EIL) to support the Mathematics Specialist, as well as through the Beachside Community of Practice.</li> </ol>

	<p>5 - Verity Sheppard (PLC Practice Instructor) to work with PLCs to build capacity and support teachers in developing the best practice for SMPPS.</p>
<p><b>Outcomes</b></p>	<p>Leaders</p> <ul style="list-style-type: none"> <li>1 - Leaders will support the continuous development, documentation and implementation of the whole school agreed approach to the instruction of Mathematics</li> <li>2 - Leaders will prioritise opportunities for professional development and peer observation and coaching</li> <li>3 - Leaders will support staff to build assessment and differentiation practices through clear processes and professional learning</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>1 - Teachers will implement the agreed school wide instructional model (Launch, Summarise, Explore) and Mathematics Curriculum Framework</li> <li>2 - Teachers will embrace a culture of peer observation to improve teaching and learning</li> <li>3 - Teachers will consistently use the assessment schedule and assessment data to identify student learning needs and inform learning goals</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>1 - Students will have a consistent experience of Mathematics instruction at SMPPS and have a positive mind set towards Mathematics</li> <li>2 - Students will be familiar with visitors observing practice in their classroom and develop an understanding that SMPPS is a place where everyone is learning</li> <li>3 - Students will have ownership of their learning goals and they will be targeted to their learning needs</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>1 - Consistent school wide curriculum documentation evidenced in teacher planning</li> <li>2 - Curriculum documentation to show differentiation/reasonable adjustments</li> <li>3 - Peer observation reflection notes and peer observation schedule</li> <li>4 - Evidence of agreed assessment practices in PLC minutes</li> <li>5 - Notes from TLI meetings will show plans to support individual students</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>1 - Victorian Curriculum judgements and NAPLAN data will show growth in the learning of Mathematics</li> <li>2 - Staff Opinion Survey increase in 'Guaranteed and Viable Curriculum' factor</li> <li>3 - Increase in Attitudes to School factor for 'Stimulated Learning'</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Continued release of 2 x Primary Maths Science Specialists at 0.5 to model, coach and support staff in developing consistent teaching and learning of mathematics</p> <p>* Targeted funding initiative</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$124,311.45  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Dedication of two Curriculum days for the upskilling of staff in Mathematics with the Instructional Model and open ended questioning strategy</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Mathematics Key Improvement Team to be established to lead the implementation of the agreed curriculum across the school,</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

regularly after school professional learning sessions allocated to Mathematics KIT	<input checked="" type="checkbox"/> School Improvement Team		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
Tutor Learning Program to support catch up for students in Mathematics.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$68,994.37  <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
Purchase of Mathematical resources to support teaching and learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of a Mathematics KIT Action Plan for 2022	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development, Refinement, and Implementation of a Documented Guaranteed and Viable Curriculum in Mathematics, including the relevant Assessment Schedule	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Conduct Peer Observations so staff can observe each other and reflect on teacher practice and build teacher capacity</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)  <input checked="" type="checkbox"/> Numeracy Leader  <input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: 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><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>1 - Continue to develop and embed a whole school integrated wellbeing support model  2 - Refine and embed a whole school Response to Intervention Framework</p>			
<p><b>Outcomes</b></p>	<p>Leaders  1 - Leaders model and champion the agreed school wide wellbeing support approaches (Restorative Practice and Respectful Relationships)  2 - Leaders will support the develop and documentation of a multi-tiered response to student wellbeing and engagement</p> <p>Teachers  1 – Teachers will plan for and implement social and emotional learning based on agreed wellbeing support approaches  2 – Teachers will be able to recognise, respond to, and refer student’s wellbeing and educational needs and will be supported by the Education and Engagement Team</p> <p>Students  1 – Students will feel happy, safe, and respected at SMPPS  2 – At risk students will be identified and receive targeted support in a timely manner</p>			

<b>Success Indicators</b>	<p>Early indicators</p> <p>1 – Policies and programs will show documentation of a multi-tiered response model</p> <p>2 – Curriculum documentation will show plans for social and emotional learning</p> <p>Late indicators</p> <p>1 – Increase in Attitudes to School factor of ‘Sense of Connectedness’</p> <p>2 – Increase in Staff Opinion Survey factor of ‘School Climate’</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Employment of full time speech pathologist and 0.4 EFT school psychologist	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$124,971.18</p> <input checked="" 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
Establishment of a multi disciplinary Education and Engagement Team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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
Education and Engagement Team to organise workshops that upskill staff with the Response to Intervention Framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Train staff in Respectful Relations	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Culture Key Improvement Team to develop and embed the Integrated Wellbeing Support Model	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Wellbeing Team		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
Train staff in Restorative Practices	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$18,749.50	\$18,749.50	\$0.00
Disability Inclusion Tier 2 Funding	\$116,221.66	\$116,221.66	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$134,971.16</b>	<b>\$134,971.16</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Purchase of Mathematical resources to support teaching and learning	\$10,000.00
Employment of full time speech pathologist and 0.4 EFT school psychologist	\$124,971.18
<b>Totals</b>	<b>\$134,971.18</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Purchase of Mathematical resources to support teaching and learning	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Employment of full time speech pathologist and 0.4 EFT school psychologist	from: Term 1 to: Term 4	\$8,749.50	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$18,749.50	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of full time speech pathologist and 0.4 EFT school psychologist	from: Term 1 to: Term 4	\$116,221.66	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$116,221.66	

### 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
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<b>Totals</b>	\$0.00
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### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

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

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Dedication of two Curriculum days for the upskilling of staff in Mathematics with the Instructional Model and open ended questioning strategy	<ul style="list-style-type: none"> <li>✓ Assistant Principal</li> <li>✓ Learning Specialist(s)</li> <li>✓ Numeracy Leader</li> <li>✓ Principal</li> </ul>	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Mathematics and Science specialists</li> <li>✓ Learning Specialist</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> <li>✓ High Impact Teaching Strategies (HITS)</li> <li>✓ Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Mathematics Key Improvement Team to be established to lead the implementation of the agreed curriculum across the school, regularly after school professional learning sessions allocated to Mathematics KIT	<ul style="list-style-type: none"> <li>✓ Learning Specialist(s)</li> <li>✓ Numeracy Leader</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Curriculum development</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Mathematics and Science specialists</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Development, Refinement, and Implementation of a Documented Guaranteed and Viable Curriculum in Mathematics, including the relevant Assessment Schedule	<ul style="list-style-type: none"> <li>✓ Learning Specialist(s)</li> <li>✓ Numeracy Leader</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Mathematics and Science specialists</li> <li>✓ PLC Initiative</li> <li>✓ Maths/Sci Specialist</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

	<input checked="" type="checkbox"/> School Improvement Team			<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting		
Education and Engagement Team to organise workshops that upskill staff with the Response to Intervention Framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Train staff in Respectful Relations	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Culture Key Improvement Team to develop and embed the Integrated Wellbeing Support Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Train staff in Restorative Practices	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants David Vinegrad Behaviour Matters	<input checked="" type="checkbox"/> On-site