Annual Implementation Plan - 2022
Define Actions, Outcomes and Activities

Albanvale Primary School (5179)

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	In 2022 our student achievement targets are: Writing: - 100% of students achieving medium or high growth in teacher judgments against the Victorian Curriculum - 63% of Grade 3 students in the TTB for NAPLAN - 0% of Grade 3 students in the BTB for NAPLAN - 29% of Grade 5 students in the TTB for NAPLAN - 15% of Grade 5 students in the BTB for NAPLAN - 100% of Grade 5 students achieving medium or high benchmark growth Reading: - 100% of students achieving medium or high growth in teacher judgments against the Victorian Curriculum or achieving the ILP goals - 75% of Grade 3 students in the TTB for NAPLAN - 0% of Grade 3 students in the BTB for NAPLAN - 43% of Grade 5 students in the TTB for NAPLAN - 0% of Grade 5 students in the BTB for NAPLAN - 87% of Grade 5 students achieving medium or high benchmark growth Numeracy: - 100% of students achieving medium or high growth in teacher judgments against the Victorian Curriculum or achieving the ILP goals - 36% of Grade 3 students in the TTB for NAPLAN - 5% of Grade 3 students in the BTB for NAPLAN - 40% of Grade 5 students in the TTB for NAPLAN - 0% of Grade 5 students in the BTB for NAPLAN - 96% of Grade 5 students achieving medium or high benchmark growth

	In 2022 our student wellbeing, engagement and connected communities' targets are: Attitude to School Survey (AtoSS) - 92% positive rating for Student Voice and Agency - 92% positive rating for learning confidence - 97% positive rating for Self-Regulation and Goal Setting - 87% positive rating for Resilience Staff: - 80% positive rating for Collective Efficacy - 96% positive rating for Safety Community: - 93% positive rating for Cognitive Engagement Attendance: - 14.5 average days of absence for students F-6
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	Whole school level - Develop a school-wide Writing Framework for Excellence - Maintain PLT structures to support teacher collaboration and reflection to strengthen teacher practice - Strengthen Response To Intervention structures to better enable staff to identify and respond to students' individual learning needs Classroom level - Support staff to embed the use of data walls for Reading and Numeracy to inform targeted planning - Use PLTs for staff to collaboratively plan learning units with a focus on differentiation and meeting the needs of all students - Develop staff capacity in enhancing students knowledge of the learner dispositions Individual and small group level - Build staff capacity to develop and monitor student learning goals and share them with families through Individual Learning Plans - Continue with the LLI and EMU Tier 3 Intervention Programs - Empower students to set and monitor their learning goals informed by data
Outcomes	Whole school level - Students will be supported to learn at point of need - Teachers will accurately identify and plan learning at students point of need

	- PLTs will meet to engage in reflection on practice, evaluate and plan guided by the APS Action Research Cycle Classroom level - Teachers will consistently implement the agreed assessment schedule - Teachers will provide regular feedback and monitor student progress using data walls and digital student trackers Individual and small group level - Students in need of targeted academic support will be identified and supported through the RTI process - Students will know their learning goals and what the next steps are to progress their learning - Teachers will implement Tier 2 EMU and LLI intervention into their daily practice following the APS Instructional Model
Success Indicators	Early Indicators: Whole school level: - Student feedback on differentiation, the instructional model, and use of common strategies through the Teacher Clarity Survey - Teachers' formative assessment data and summative judgments against the curriculum on Student Trackers and Learning Maps - Peer observations and Learning Walks demonstrate the use of strategies from professional learning Classroom level: - Data walls indicating clearly student progress - Learning maps up to date and indicating student progress - Evidence of student learning goals and progress toward achieving them regularly shared with families through Seesaw - Differentiated curricula documents and evidence of student learning at different levels in works programs - Semester 1 PAT Results - Semester 1 BAS, MOI and FDO Results Individual and small group level: - Progress and judgment of student achievement of learning goals in Individual Learning Plans - Documented Action Research Workbooks - Team PLT Meeting minutes documenting the use of student data to differentiate student learning - Year to date growth against the Victorian Curriculum (Semester 2 2021 - Term 1/2 2022) Late Indicators: Whole school level: - NAPLAN Results - Student Attitude to School Survey Results - Parent Opinion Survey Results

	Classroom level: - Semester 2 Teacher Judgement against the Victorian Curriculum - Semester 1 PAT Results - End of Year BAS, MOI and FDO Results Individual and Small Group level - End of year Post assessment results collated on Student Trackers - End of year growth judgment against the Victorian Curriculum (Semester 2 2021 - Semester 2 2022)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Scheduled Learning Walks twice per term	☑ School Improvement 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
Timetabled professional learning team meetings each week	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$52,122.00 ☑ 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
Establish Response To Intervention Team with scheduled monitoring and evaluation meetings twice per term	☑ Assistant Principal	☐ 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	
Professional Learning to develop staff capacity in Numeracy (MAV)	☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ 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	

Engaging a consultant to support the school in developing teacher capacity in Writing	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$27,500.00 ☑ 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 teachers knowledge of the Writing curriculum through the development of a guaranteed and viable curriculum in Writing	☑ Literacy Leader	☑ 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
Purchase licenses for PAT-M, PAT-R, and e-Write	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ 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
Appoint a HAP Leader to lead the development of a school wide approach to extend students	☑ Learning Specialist(s) ☑ Principal	□ 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
Intervention programs in literacy (LLI) and numeracy (EMU) with specialist teachers to target students at risk - Tutor Learning Program	☑ Literacy Support ☑ Numeracy Support	□ PLP Priority	from: Term 1 to: Term 4		$152,592.00 ☑ 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
Purchase of teacher reference material to support literacy and numeracy	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ 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
Speech pathologist (1.4) appointed to work with students at risk in literacy	☑ Allied Health ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$141,394.00 ☑ 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
Timetabled instructional coaching for all teachers each week	☑ Assistant Principal ☑ Literacy Leader	☑ PLP Priority	from: Term 1	$379,334.00

	☑ Numeracy Leader ☑ Principal		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
Purchase of classroom resources to support literacy and numeracy including Take Home Reading books and numeracy materials	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ 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
Documented Peer Observations to develop greater consistency in Writing practices including CRTs for teacher release	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff capacity in using formative assessment and data walls to inform greater differentiation in teaching and learning	☑ All Staff ☑ Literacy Leader ☑ Numeracy Leader	☑ 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
Support for teachers to conduct assessments with students aligned to the school-wide assessment schedule.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole school level - Embed the schools tiered social regulation and engagement model through the Schoolwide Positive Behaviours Framework (SWPBS) - Plan whole-school professional learning of SWPBS and Restorative Practices - Implement Universal B Framework of SWPBS - Implement Cyber safety programs including the APS e-Smart Framework Classroom level - Implement our wellbeing and respectful relationships program through Values Hour - Building staff capacity to collect, analyse and respond to student wellbeing data in line with the SWPBS framework - Strengthen in-class relationships through peer and group learning experiences - Enhance opportunities for authentic student voice and agency in learning through the Ready, Set, Go framework - Enhance students readiness to learn by explicitly teaching the Learner Dispositions - Engage students in stimulating learning experiences through Project-Based Learning, enrichment, and extension opportunities. Individual and small group level - Students with emerging or acute wellbeing needs to be identified and referred appropriately - Targeted counseling through the school chaplaincy program for students with acute mental health needs
Outcomes	Whole school level - Teachers will implement and model consistent classroom learning routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to school-wide positive behaviours and restorative practices - Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs. Classroom level - Students will feel supported and engaged with their learning - At-Risk students will be identified and receive targeted support in a timely manner - Teachers will have strong relationships with students - Students will have strong relationships with their peers - Teachers will follow the SWPBS framework and routines in their class

	Individual and small group intervention - Students and families will be connected to allied health and mental health services as required - Families of at-risk students will receive regular communication and support from the schools - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - School wellbeing team will monitor and provide timely support for students in need and utilise SSS as required
Success Indicators	Early Indicators: Whole school level: - Observation of changes to classroom practice include SWPBS and Learner Disposition Frameworks - Documentation of SWPBS, Learner Dispositions and APS Start Up Program finalised and utilised by all staff - Staff engaged in Professional Learning with Real Schools, SWPBS and the Learner dispositions including associated professional readings - Referrals for students at risk captured through Compass - At Risk Register updated each term to identify students at risk with their learning Classroom level: - Student engaged in wellbeing programs including weekly Values Hour and SWPBS Acknowledgments - Teachers recording student incidents following SWPBS framework on Compass Chronicles Individual and small group level: - SEW Survey results - Student engagement, attendance and assessment data - Documentation of strategies student use to enhance learning in all classrooms (Learner Dispositions) Late Indicators: Whole school level: - Student, staff and parent perception survey data - Attendance Data - Health and Wellbeing dashboard Classroom level: - Teacher Judgement on reports against the Victorian Curriculum Capabilities Individual and Small Group level - Individual Student Attendance Data - Health and Wellbeing Dashboard

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum day on Restorative practices with Real School consultant Adam Voight	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appointment of Student Wellbeing Officer (.2)	☑ Allied Health ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$18,798.00 ☑ 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
Appointment of an Attendance Officer	☑ Allied Health ☑ Principal	☐ PLP Priority	from: Term 1	$18,798.00

				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
Purchase of licence to SEW survey. To be administered in Term 1 and Term 3	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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	
One hour of timetabled in class instruction on SWPBS and Respectful Relationships	☑ All Staff ☑ Assistant Principal	☐ 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
Appointment of Acting Learning Specialist-SWPBS leader (.2)	☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$39,150.00 ☑ 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
SWPBS team scheduled to meet for monitoring and evaluation of student behaviour data and to drive implementation	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing 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

Teachers to develop the learner disposition in students to develop independent and self-regulated learners	☑ All Staff	☐ 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
All Grade 5 and 6 students to be trained and participate in the Young Leaders Program	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ 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
All Grade 6 students to participate in the secondary school transition program in term 4	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 4 to: Term 4	$5,000.00 ☑ 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
Develop the capacity of the SWPBS team through professional learning (including CRT release for PD days)	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of ICT hardware and software to enable digital pedagogies	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ 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
Purchase licence for Seesaw digital learning platform for students to share learning goals and evidence of their learning	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,850.00 ☑ 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
Purchase licence for Mathletics, Spelladrome and Reading Eggs to support digital learning	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$11,000.00 ☑ 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
Teachers writing an Individual Learning Plan for every student	☑ All Staff	☐ 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
Develop a peer connectedness and student camp program for all students F-6	☑ All Staff ☑ 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