

2022 Annual Implementation Plan

for improving student outcomes

Lal Lal Primary School (0863)



Submitted for review by Siobhan Gosney (School Principal) on 15 February, 2022 at 09:50 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 24 March, 2022 at 06:28 PM
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	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	Evolving
	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	Embedding
	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	This self evaluation has identified areas of strength and areas for improvement at Lal Lal Primary School. Significant gain was made in some areas across the FISO 2.0 improvement model, due to a strong commitment to our strategic priorities of Teaching and Learning and Engagement even though it was a difficult year. Other areas have no or limited gains which is understandable. The Leadership section requires some attention. We have established a strong whole of community commitment to education and inclusion across the school and this is supported by students, staff, School Council, families and the wider community.
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Considerations for 2022	<ul style="list-style-type: none">*A priority for teaching staff in 2022 will be the catch up program and building up the learning stamina of the students. This will be done through in class tutoring and smaller classes.* Time and resources allocated to participate in the key projects: Science of Reading, Numeracy, Resilience Project, RRR and consistent data collection, sharing and use of to drive learning.* Other priorities in 2022 will be Student and staff mental health.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
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	Develop a collaborative learning community to improve student outcomes.
Target 2.1	<ol style="list-style-type: none"> 1. The percentage of students achieving high and medium learning growth in NAPLAN Reading, Writing and Numeracy to be at least 80% annually. 2. Increase the 3 year average percentage of students in the top 2 NAPLAN bands for Reading, Writing and Numeracy from the 2015-2017 benchmarks. 3. Increase the percentage of Foundation to Yr 6 students making at least one year's growth annually on a norm-referenced assessment from the 2018 benchmark. 4. The percentage of positive endorsement on the Staff Survey to be at least 80 % by 2020 for the following components:

	<ul style="list-style-type: none"> - collective efficacy - collective focus on student learning - academic emphasis - instructional leadership
Key Improvement Strategy 2.a Building practice excellence	Build teachers capacity individually and collectively to collect, evaluate and use Literacy and Numeracy achievement data to plan and deliver a differentiated teaching and learning program, and to track student learning growth.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement peer observation, feedback and practise analysis that focuses directly on building teacher capacity.
Goal 3	Provide a positive and stimulating learning environment that promotes students' learning confidence and engagement.
Target 3.1	<p>The percentage of positive endorsement on the Student attitudes to school survey to be at least 80% by 2020 for the following components:</p> <ul style="list-style-type: none"> - stimulated learning - learning confidence - motivation and interest - differentiated learning challenge - classroom behaviour - student voice and agency

	<p>The percentage of positive endorsement on the Parent Opinion Survey to be at least 90 percent annually for the following components:</p> <ul style="list-style-type: none"> - stimulating learning environment - student motivation and support -high expectations - promoting positive behaviour
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Develop teacher capacity to implement whole school approaches to enhance student's confidence and engagement.</p>

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
 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 Target- Increase the percentage of students achieving at or above level against the Victorian Curriculum in Mathematics - (teacher judgement) Number and Algebra from 75 % (2021) to 85 %.</p> <p>Wellbeing Goal - Increase the school-wide positive endorsement in the Attitudes to School Survey factor School connectedness from 74% (2021) to 85%.</p> <p>Increase the percentage of student positive endorsement in the Attitudes to School Survey factor of Stimulated Learning from 44% (2021) to 60%.</p>
Develop a collaborative learning community to improve student outcomes.	No	1. The percentage of students achieving high and medium learning growth in NAPLAN Reading, Writing and Numeracy to be at least 80% annually.	

		<p>2. Increase the 3 year average percentage of students in the top 2 NAPLAN bands for Reading, Writing and Numeracy from the 2015-2017 benchmarks.</p> <p>3. Increase the percentage of Foundation to Yr 6 students making at least one year's growth annually on a norm-referenced assessment from the 2018 benchmark.</p> <p>4. The percentage of positive endorsement on the Staff Survey to be at least 80 % by 2020 for the following components:</p> <ul style="list-style-type: none"> - collective efficacy - collective focus on student learning - academic emphasis - instructional leadership 	
Provide a positive and stimulating learning environment that promotes students' learning confidence and engagement.	No	<p>The percentage of positive endorsement on the Student attitudes to school survey to be at least 80% by 2020 for the following components:</p> <ul style="list-style-type: none"> - stimulated learning - learning confidence - motivation and interest - differentiated learning challenge 	

		<ul style="list-style-type: none"> - classroom behaviour - student voice and agency <p>The percentage of positive endorsement on the Parent Opinion Survey to be at least 90 percent annually for the following components:</p> <ul style="list-style-type: none"> - stimulating learning environment - student motivation and support -high expectations - promoting positive behaviour 	
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Goal 1	<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>
12 Month Target 1.1	<p>Learning Target- Increase the percentage of students achieving at or above level against the Victorian Curriculum in Mathematics - (teacher judgement) Number and Algebra from 75 % (2021) to 85 %.</p> <p>Wellbeing Goal - Increase the school-wide positive endorsement in the Attitudes to School Survey factor School connectedness from 74% (2021) to 85%.</p>

	Increase the percentage of student positive endorsement in the Attitudes to School Survey factor of Stimulated Learning from 44% (2021) to 60%.	
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.
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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	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. Develop a multi-tiered response to meet student's individual learning needs.
Outcomes	Students will be supported to learn at point of need. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Teachers will provide students with the opportunity to work at their level using differentiated resources. Teachers will provide regular feedback and monitor student progress using data walls. Education Support staff provide high quality support to teachers and students in the classroom.

Success Indicators	Naplan results and teacher judgements displaying student growth . Students, staff and parent perception survey results. Differentiated curriculum documents and evidence of student learning at different levels.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor Learning Initiative and additional academic supports for targeted students within the classroom	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,000.00 <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
Develop a school -wide numeracy strategy	<input checked="" type="checkbox"/> All Staff	<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

Embed a PLC structure to support teacher collaboration and reflection to strengthen teaching practice	<input checked="" type="checkbox"/> All Staff	<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
Provide targeted training to Education Support staff to build capacity to support provided to teachers and students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Support staff to embed the use of data walls for literacy and numeracy to inform targeted planning.	<input checked="" type="checkbox"/> All Staff	<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	Embed a school wide positive approach to support students' metal health. Activate student voice and agency.			
Outcomes	Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs. Students will feel supported and engaged in classrooms and contribute to a strong classroom culture. Teachers will implement a range of interventions in the classroom to support student wellbeing.			
Success Indicators	Students, staff and parent perception survey results Attendance data Teacher judgements every semester against the Wellbeing Capabilities			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Research, identify and implement wellbeing programs to create classroom environments that promote mental health.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,299.63 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health.	<input checked="" type="checkbox"/> All Staff	<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
Implement the Resilience, Rights and Respectful Relationships curriculum.	<input checked="" type="checkbox"/> All Staff	<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
Maintain implementation of The Resilience Project.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Implement bullying prevention and cyber safety programs such as the e-Smart school's framework.	<input checked="" type="checkbox"/> All Staff	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,373.94	\$13,373.94	\$0.00
Disability Inclusion Tier 2 Funding	\$26,439.46	\$0.00	\$26,439.46
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$55,113.03	\$28,673.57	\$26,439.46

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor Learning Initiative and additional academic supports for targeted students within the classroom	\$38,000.00
Provide targeted training to Education Support staff to build capacity to support provided to teachers and students	\$2,000.00
Research, identify and implement wellbeing programs to create classroom environments that promote mental health.	\$15,299.63
Totals	\$55,299.63

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative and additional academic supports for	from: Term 1	\$13,373.94	<input checked="" type="checkbox"/> School-based staffing

targeted students within the classroom	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$13,373.94	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative and additional academic supports for targeted students within the classroom	from: Term 1 to: Term 4	\$26,439.46	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other
Provide targeted training to Education Support staff to build capacity to support provided to teachers and students	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Research, identify and implement wellbeing programs to create classroom environments that promote mental health.	from: Term 1 to: Term 4	\$15,299.63	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release <ul style="list-style-type: none"> Causal Relief Teaching Additional Teacher This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education <ul style="list-style-type: none"> Berry Street Education Mode E- Smart Schools Framework RRRR Supporting schools in a Time of Covid
Totals		\$15,299.63	

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
Research, identify and implement wellbeing programs to create classroom environments that promote mental health.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Berry Street University of Melbourne E-Smart <input checked="" type="checkbox"/> Departmental resources RRRR	<input checked="" type="checkbox"/> On-site