

2022 Annual Implementation Plan

for improving student outcomes

Lockwood South Primary School (0385)



Submitted for review by Adam Torney (School Principal) on 28 February, 2022 at 01:33 PM
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 28 March, 2022 at 12:08 PM
Endorsed by Suzanne Dowdell (School Council President) on 05 April, 2022 at 02:08 PM

Self-evaluation Summary - 2022

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	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	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Enter your reflective comments	Over the past 12months we have again managed to work incredibly hard to achieve our goals for the year, and have shown continual improvement. We need to continue to work on our common planner, but believe we are headed in the right direction when it comes to our student outcomes.
Considerations for 2022	2022 will see us work hard on implementing student voice, and improving our students outcomes and learning journey while at school.

Documents that support this plan	
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SSP Goals Targets and KIS

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>
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	Maximise the learning growth of every student in Literacy and Numeracy.
Target 2.1	By 2022, increase the percentage of students making high learning growth in NAPLAN Reading, Writing and Numeracy to 25 per cent or above.
Target 2.2	By 2022, decrease the percentage of students making low learning growth in NAPLAN Reading, Writing and Numeracy to 25 per cent or below.
Target 2.3	<p>By 2022, increase the percentage of Prep–Year 6 students achieving above the age expected level to</p> <ul style="list-style-type: none"> • Reading 40% • Writing 25%

	<ul style="list-style-type: none"> • Measurement & Geometry–25% • Number & Algebra–25% • Statistics & Probability–20%
Target 2.4	<p>***Targets should measure progress towards goal. Consider moving this target to AIP as a success indicator of KIS*** By 2022, increase the percentage of positive endorsement on the SSS to 90 per cent or above for:</p> <ul style="list-style-type: none"> • Academic emphasis • Collective efficacy • Pedagogical model
Target 2.5	<p>***Targets should measure progress towards goal. Consider moving this target to AIP as a success indicator of KIS*** By 2022, increase the percentage of positive endorsement on the POS to 90 per cent or above for Stimulating Learning environment.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Strengthen teachers' capacity to collaboratively use and moderate literacy assessments to plan for students' learning needs. (CPA)
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and document a whole school instructional model and provide teacher professional learning to support its consistent implementation. (EHITS)
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity through peer observations and the provision of explicit feedback on instructional practices.(EHITS)

Goal 3	Optimise the active participation of students in their learning.
Target 3.1	By 2022, increase the percentage of positive endorsement on the AToSS endorsement to 90 per cent or above for Student Voice & Agency.
Target 3.2	By 2022, increase the percentage of positive endorsement on the POS to 90 per cent or above for: <ul style="list-style-type: none"> • Student agency & voice • Student motivation & support • Effective teaching
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic learning goals, and to monitor progress towards the achievement of goals. (IESA)
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Empower students to actively contribute to their own and others learning. (IESA)

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>By the end of 2022 we will have implemented an intervention program to better assist our students in 'catch-up, and extend learning in both reading and numeracy from 2021.</p> <ul style="list-style-type: none"> - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the Fountas and Pinnell results. - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the both DAL and Essential Assessment results.
Maximise the learning growth of every student in Literacy and Numeracy.	No	By 2022, increase the percentage of students making high learning growth in NAPLAN Reading, Writing and Numeracy to 25 per cent or above.	

		<p>By 2022, decrease the percentage of students making low learning growth in NAPLAN Reading, Writing and Numeracy to 25 per cent or below.</p>	
		<p>By 2022, increase the percentage of Prep–Year 6 students achieving above the age expected level to</p> <ul style="list-style-type: none"> ● Reading 40% ● Writing 25% ● Measurement & Geometry–25% ● Number & Algebra–25% ● Statistics & Probability–20% 	
		<p>***Targets should measure progress towards goal. Consider moving this target to AIP as a success indicator of KIS*** By 2022, increase the percentage of positive endorsement on the SSS to 90 per cent or above for:</p> <ul style="list-style-type: none"> ● Academic emphasis ● Collective efficacy ● Pedagogical model 	
		<p>***Targets should measure progress towards goal. Consider moving this target to AIP as a success indicator of KIS*** By 2022, increase the percentage of positive endorsement on the POS to 90 per cent or above for Stimulating Learning environment.</p>	

Optimise the active participation of students in their learning.	Yes	By 2022, increase the percentage of positive endorsement on the AToSS endorsement to 90 per cent or above for Student Voice & Agency.	By the end of 2022 we will have implemented strategies learnt during 2021 Quaglia institute program.
		<p>By 2022, increase the percentage of positive endorsement on the POS to 90 per cent or above for:</p> <ul style="list-style-type: none"> • Student agency & voice • Student motivation & support • Effective teaching 	By the end of 2022 we will have implemented strategies learnt during 2021 Quaglia institute program.

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>	
12 Month Target 1.1	<p>By the end of 2022 we will have implemented an intervention program to better assist our students in 'catch-up, and extend learning' in both reading and numeracy from 2021.</p> <ul style="list-style-type: none"> - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the Fountas and Pinnell results. - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the both DAL and Essential Assessment results. 	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Optimise the active participation of students in their learning.	
12 Month Target 2.1	By the end of 2022 we will have implement strategies learnt during 2021 Quaglia institute program.	
12 Month Target 2.2	By the end of 2022 we will have implement strategies learnt during 2021 Quaglia institute program.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic learning goals, and to monitor progress towards the achievement of goals. (IESA)	No
KIS 2 Intellectual engagement and self-awareness	Empower students to actively contribute to their own and others learning. (IESA)	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.

Implement the action plan that was created during the staffs participation in Quaglia institute program based around student voice and agency. The school will have focus on empowering the childrens voice within the school and their learning, and see evidence within our ATSS survey results.

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	By the end of 2022 we will have implemented an intervention program to better assist our students in 'catch-up, and extend learning in both reading and numeracy from 2021. - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the Fountas and Pinnell results. - Students will experience a minimum of 12 months growth throughout 2022 in reading as evident in the both DAL and Essential Assessment results.
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	During 2022 our schools intervention program, will focus on students who need support after the past two years in both literacy and numeracy.
Outcomes	Students will: <ul style="list-style-type: none"> - Experience success in literacy and numeracy and will understand and be able to articulate why they have been successful. - Confidently be able to explain the areas of literacy and numeracy they are working on. - Understand what the current level is and be able to articulate the skills they are working on to improve. Staff will: <ul style="list-style-type: none"> - Demonstrate an understanding of each students' needs and strengths in literacy and numeracy. - Use a variety of learning tasks to deepen and develop each students' abilities. - Assess and moderate work against prior achievements to determine growth and areas for future improvements. Leaders will: <ul style="list-style-type: none"> - Understand and develop the needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in literacy and numeracy. - Support and facilitate the embedding of a consistent instructional model for literacy and numeracy with staff.

	<p>Community will:</p> <ul style="list-style-type: none"> - Understand their child's current levels, and the strategies teachers are using to improve their child's outcomes. - Have a clear learning goals that is focused the improve of their child's literacy and numeracy that is regularly reviewed and discussed with their child's teacher. 			
Success Indicators	<p>Success indicators will include:</p> <p>Artifacts:</p> <ul style="list-style-type: none"> - Documentation of individual achievements and goals to move them forward. - Planning documentation for reading, writing and mathematics. <p>Outcomes:</p> <ul style="list-style-type: none"> - An increase in students at or above their expected level according to teacher judgments for reading, writing and number. - A decrease in students below expected level according to teacher judgments for reading, writing and number. <p>Observable:</p> <ul style="list-style-type: none"> - Students having greater ownership of their current performance data, and also their learning goals. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Online Mathematics Tutoring program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <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
Moveable alphabet intervention	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 2	\$6,000.00

			to: Term 4	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	During 2022 our school will focus on providing all students with a safe, and supportive environment that will allow the reach their potential both academically and personally.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand and articulate their emotions. - Feel safe and supported within their classroom. <p>Staff will:</p> <ul style="list-style-type: none"> - Develop an understanding of trauma, and how it impacts children and young people in their classrooms. - Apply strategies to the classroom which will benefit all children and young people <p>Leaders will:</p> <ul style="list-style-type: none"> - Coordinate training that will develop the staffs' understanding of trauma. - Support and facilitate the embedding of strategies to the classroom which will benefit all children and young people 			
Success Indicators	<p>Success indicators will include:</p> <p>Artifacts:</p> <ul style="list-style-type: none"> - A common and consistent definition and approach to dealing with trauma. <p>Outcomes:</p> <ul style="list-style-type: none"> - A decrease in incidents involving intervention. - A decrease in students suspensions. 			

	Observable: - Happier, and healthier students. - Calm and orderly learning environment.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Making SPACE for Learning: Trauma responsive practice in education	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <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
Visible Wellbeing Whole School Program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,000.00 <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

PROJECT ROCKIT	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <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
Goal 2	Optimise the active participation of students in their learning.			
12 Month Target 2.1	By the end of 2022 we will have implement strategies learnt during 2021 Quaglia institute program.			
12 Month Target 2.2	By the end of 2022 we will have implement strategies learnt during 2021 Quaglia institute program.			
KIS 1 Intellectual engagement and self-awareness	Empower students to actively contribute to their own and others learning. (IESA)			
Actions	Implement our learning from Quaglia institute program based around student voice and agency to increase staff's understanding and knowledge of students voice to ensure we are empowering students within their learning from 2021.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Experience a greater level of input within their learning. <p>Staff will:</p> <ul style="list-style-type: none"> - Implement our the action plan developed as part of 2021 program. <p>Leaders will:</p> <ul style="list-style-type: none"> - Support and facilitate the implementation our the action plan developed as part of 2021 program. 			

Success Indicators	Success indicators will include: Artifacts: - Student Voice and Agency Policy that is school specific. Outcomes: - Improved % within the POS and ATSS results around students voice and agency. Observable: - Student having greater ownership of their learning.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of 2021 action plan from Quaglia institute program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$2,000.00	\$3,000.00
Disability Inclusion Tier 2 Funding	\$25,792.15	\$6,000.00	\$19,792.15
Schools Mental Health Fund and Menu	\$15,299.63	\$15,500.00	-\$200.37
Total	\$46,091.78	\$23,500.00	\$22,591.78

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Moveable alphabet intervention	\$6,000.00
Making SPACE for Learning: Trauma responsive practice in education	\$6,000.00
Visible Wellbeing Whole School Program	\$7,000.00
PROJECT ROCKIT	\$2,500.00
Implementation of 2021 action plan from Quaglia institute program	\$2,000.00
Totals	\$23,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of 2021 action plan from Quaglia institute program	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$2,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Moveable alphabet intervention	from: Term 2 to: Term 4	\$6,000.00	<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
Totals		\$6,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Making SPACE for Learning: Trauma responsive practice in education	from: Term 2 to: Term 2	\$6,000.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Teacher training in trauma informed practice Making SPACE for learning

Visible Wellbeing Whole School Program	from: Term 1 to: Term 3	\$7,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education Visible Wellbeing Whole school program
PROJECT ROCKIT	from: Term 2 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Bullying prevention and Cyber safety programs Project Rockit
Totals		\$15,500.00	

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
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Totals		\$0.00	
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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
Making SPACE for Learning: Trauma responsive practice in education	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Visible Wellbeing Whole School Program	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site