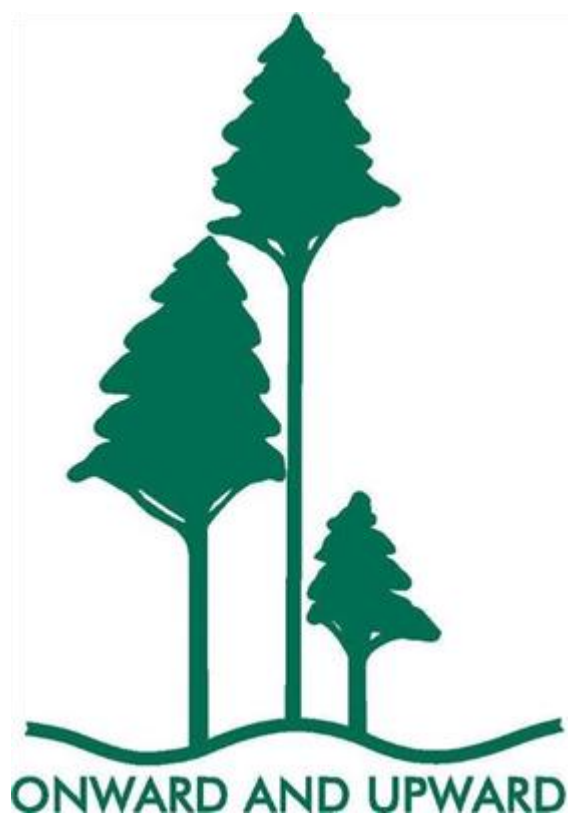


Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Osborne Primary School (2655)



Submitted for review by Brett Miller (School Principal) on 06 December, 2021 at 09:48 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 14 December, 2021 at 12:02 PM

Endorsed by Sarah Lawrence (School Council President) on 16 December, 2021 at 12:36 PM

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	All student data will be analyzed to determine the point of need for each student. This data will determine which level of tiered response the students require to best support their learning, especially in the area of numeracy. A tiered response to Mental Health will be implemented and all students will receive the appropriate support.
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	Develop a multi-tiered response to meet students' individual learning needs.
Outcomes	Students: - in need of targeted academic support or intervention will be identified and supported - will be provided with the necessary adjustments that respond to their specific learning needs Teachers (including Tutors): - will plan for differentiated teaching and learning to meet individual student needs - will provide targeted academic support to students Leaders: will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early Indicators: - Curriculum documentation will show plans for differentiation. - Notes from TLI meetings will show plans to support individual students' learning needs. - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late Indicators: - Victorian Curriculum judgments will show growth in learning. - SSS factors: instructional leadership, collective efficacy - AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school.	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
Develop a shared PDP goal focusing on assessment and differentiation	<input checked="" type="checkbox"/> Leadership Team	<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

<p>Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities.</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<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
<p>Review and update IEPs for selected students</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<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
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Establish a multi-tiered response model to support students' wellbeing.</p>			

Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - will be able to explain what positive mental health means and where they can seek support at school - will report improved mental health <p>Teachers:</p> <ul style="list-style-type: none"> - will plan for and implement social and emotional learning within all curriculum areas - will be able to recognise, respond to and refer students' mental health needs <p>Leaders:</p> <ul style="list-style-type: none"> - will support the continuous development, documentation and revision of a multi-tiered response model to mental health 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - policies and programs will show documentation of multi-tiered response model - curriculum documentation will show plans for social and emotional learning - Student support resources displayed around the school will show how students can seek support <p>Late Indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum: Personal and Social Capability - SSS factors: Instructional Leadership, collective efficacy, trust in colleagues - AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop strategies for students who exhibit high levels of absenteeism due to wellbeing concerns	<input checked="" type="checkbox"/> Assistant Principal	<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

<p>Ensure all staff develop an understanding of trauma informed practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Develop and document policies and processes to enable a multi-tiered response model to support student wellbeing, including how student data will be collected and managed</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Develop a professional learning plan, which may include Foundation resources from the Schools Mental Health Menu</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Goal 2	To improve literacy outcomes for all students with a focus on Reading and Writing.			
12 Month Target 2.1	To increase the percentage of Year 5 students in the top two NAPLAN bands to: - 26% in Writing - 54% in Reading			
12 Month Target 2.2	To increase the percentage of students achieving high growth in NAPLAN to: - 29% in Writing - 32% in Reading			
12 Month Target 2.3	To improve the alignment of teacher judgments with NAPLAN to: - 15% for Writing (green line to green line) - 10% for Reading (green line to green line)			
12 Month Target 2.4	In Progressive Achievement Tests (PAT) Reading to: - 85% of Year 2 students to reach a stanine score of 5 or above. - 85% of Year 4 students to reach a stanine score of 5 or above.			
KIS 1 Building practice excellence	Build the capacity of team leaders and team members to engage in the work of collaborative professional learning teams. (BPE)			
Actions	Build and strengthen the capacity of all leaders.			
Outcomes	Students: - will be able to identify their individual point of learning and be supported, guided and challenged to reach their potential. Teachers:			

	<ul style="list-style-type: none"> - will consistently implement a range of assessment methods and tools to monitor student learning progress. - will utilise a range of strategies that support differentiation within the classroom. <p>Leaders:</p> <ul style="list-style-type: none"> - will provide professional development and support for teachers to develop their capacity in understanding a multi-tiered approach to learning - will provide professional development and support for teachers to develop their capacity in the effective use of data for differentiation. 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will show differentiation - Data discussions will be evidenced in team planning minutes <p>Late Indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum judgments will show growth in learning. - NAPLAN teacher Judgment alignment - SSS: Collective Efficacy - AtoSS: Stimulated Learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The provision of targeted intervention for students deemed at risk in the areas of reading, writing, phonics and spelling.	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,423.00 <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

<p>All staff complete professional learning workshops on analysing and using data effectively.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" 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>Plan and deliver whole school professional development about the literacy learning progressions.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" 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>Plan and implement whole school professional development about the implementation of a multi-tiered approach in the classroom with a focus on differentiation.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" 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>

				<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
Goal 3	To improve numeracy outcomes for all students.			
12 Month Target 3.1	To increase the percentage of students in the top two NAPLAN Numeracy bands from Year 3 to Year 5 to 52%			
12 Month Target 3.2	To increase the percentage of students achieving high growth in NAPLAN Numeracy to 27%.			
12 Month Target 3.3	To improve the alignment of Semester 2 Teacher Judgement with NAPLAN (from a current range of 19% to 44%) to under 30% according to the NAPLAN comparison to Teacher Judgement page within the Panorama report from the 'Age Expected level' to 'NAPLAN Top 2 bands.			
12 Month Target 3.4	In PAT Mathematics: - 85% of Year 2 students to reach a stanine score of 5 or above. - 85% of Year 4 students to reach a stanine score of 5 or above.			
KIS 1 Building practice excellence	Build a shared understanding of numeracy and numeracy development using the Numeracy Learning Progressions. (BPE)			
Actions	Build staff capacity to effectively utilise the student learning progressions to enhance the development of differentiated programs.			
Outcomes	Students: - will be able to identify what they need to do to improve, and feel encouraged and supported to do so. Teachers: - will understand how to support students requiring intervention and extension - will understand how to utilise student assessment data as a source of feedback for individual students to inform teaching practice - will understand how to utilise the numeracy learning progressions to support student achievement Leaders:			

	<ul style="list-style-type: none"> - will support staff to develop a deeper understanding of effective evidence based feedback. - will have a strong knowledge of student data to provide feedback to staff on trends in student learning progress. 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will show differentiation - Data discussions will be evidenced in team planning minutes <p>Late Indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum judgments will show growth in learning. - NAPLAN teacher Judgment alignment - SSS: Collective Efficacy - AtoSS: Stimulated Learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan and deliver whole school professional development about the numeracy learning progressions.	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Implement the school wide Numeracy curriculum and pedagogical guidelines	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Tutoring program with a numeracy focus is effectively implemented and data recorded	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
Plan whole school professional learning in evidence based approaches to supporting students who need intervention or extension in numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Goal 4	To improve student engagement in learning with a focus on student voice and agency.			
12 Month Target 4.1	To improve the percentage of positive responses in the AToSS for: Student voice and agency to 90% Motivation and interest to 92% Stimulated learning to 92%			
12 Month Target 4.2	To improve the percentage positive responses in the School Staff Survey for: Promote student ownership of learning goals to 92% Use student feedback to improve practice to 84%			
12 Month Target 4.3	To reduce the percentage of students with 20 or more absence days to 20% or below.			
KIS 1 Intellectual engagement and self-awareness	Build students' capabilities to empower their voice and agency in teaching and learning. (IEASA)			
Actions	Continue to refine the teachers understanding about the implementation of student voice whilst simultaneously empowering students in the area of student voice and agency.			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - will be able to actively contribute to their learning environment. - will contribute to curriculum direction and planning within their classroom. <p>Teachers:</p> <ul style="list-style-type: none"> - will consistently implement a range of assessment methods and tools to monitor student learning progress. - will continue to implement a variety of information sources (e.g. surveys, assessment data) as a means of providing opportunities for effective student voice <p>Leaders:</p> <ul style="list-style-type: none"> - will be able to clearly articulate what student voice and agency looks like at Osborne Primary School. - will plan and deliver whole school professional development about strategies to further implement authentic student voice and 			

	agency across the curriculum. regularly model the use of strategies to implement effective and authentic student voice, agency and leadership.			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Student voice will be more evident in classrooms - Learning Walks and conversations with students will demonstrate this <p>Late Indicators</p> <ul style="list-style-type: none"> - AtoSS: Attitudes to School - Cases: proportion of students with less than 20 absent days - Atoss: Student Voice and Agency - SSS: Use of student feedback to inform teaching practice 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan and deliver whole school professional development about strategies to further implement authentic student voice and agency across the curriculum.	<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
All staff implement the student voice and agency school based continuum across all curriculum areas.	<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
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