



**2022 ANNUAL
IMPLEMENTATION PLAN
(AIP)**

<h2>Goal 1</h2>	<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.</p> <p>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>
<h3>12 Month Target 1.1</h3>	<p>Percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> o Reading - to increase from 24% in 2021 to 26% in 2022 o Writing - to increase from 17% in 2021 to 18% in 2022 o Numeracy – to increase from 22% in 2021 to 24% in 2022 <p>Percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being at or above age expected levels will increase:</p> <ul style="list-style-type: none"> o Reading and Viewing from 61% in 2020 to 63% 2022 o Writing from 61% in 2020 to 62% 2022 o Number and Algebra from 68% in 2020 to 68.5% 2022 o Statistics and Probability from 63% in 2020 to 64% 2022 o Learner Characteristics and Disposition domain o Motivation and interest from 77% in 2021 to 77.5% 2022 o Sense of confidence from 80% in 2021 to 81% 2022
<h3>KIS 1.a</h3>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<h3>Actions</h3> <ul style="list-style-type: none"> • What are the high-level actions that will be undertaken by the school to drive progress against the KIS? See the page guide for examples. 	<p>Whole school level: Develop data literacy of teachers to inform, identify and target student needs. Classroom level: Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the specific needs of students. Individual: Build staff capacity to further understand and implement IEPs through ongoing PL facilitated by the DI Coordinator and/or Area staff.</p>
<h3>Outcomes</h3>	<p>Leaders will:</p>

- What are the expected changes in knowledge, skills and behaviours that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented?

See the page guide for examples.

- plan and implement a whole school approach to PLC (includes attending PLC meetings regularly, initiating peer obs, track and oversee progress)
- Liaise with CoP schools to coordinate staff PD that aligns with joint AIP goals (e.g SV&A)
- plan for Whole school PL on implementation and analysing F&P assessments to ensure consistency in the benchmarking process
- revisit the Rollins Reading IM documentation with all staff
- ensure that DI capacity building is scheduled into staff meetings and PLC meetings

PLCs will:

- confidently and accurately identify student learning needs of all of their students
- meet to engage in reflective practice, evaluate and plan differentiated curriculum, assessments, lessons
- matrix
- consolidate the new Reading Instructional Model and explore an instructional model for writing (Sem 2)
- incorporate student voice and agency methods by using strategies in Amplify and teaming up with other schools seek mentorship
- PLCs will utilise F&P growth tracker to analyse cohort and class reading data to differentiate learning programs

Teachers and Tutors:

- will provide targeted and differentiated academic support to students through advice from internal and external specialists
- will use F&P assessments to inform and plan small group instruction and conferring practices

ES staff will

- provide high quality support to teachers and students in the classroom by engaging with ongoing PL opportunities to develop their own knowledge of inclusive practices.

Students will:

- know how the lessons are structured and how this supports their learning
- know what their next steps are to progress their learning
- requiring additional supports will play an active role IEP/SSG planning meetings

Success Indicators

- What data sources, evidence, or artefacts can you collect to measure the success of the Outcomes?
- Ensure that you select some data
- sources that will allow you to track your progress towards your 12-month targets.

See the page guide for examples.

Early:

- Teachers' formative assessment data (observations, anecdotal notes) and summative judgements against the curriculum (F&P, Essential Assessment, PAT Maths, curriculum work samples)
- Differentiated curriculum documents and evidence of student learning at different levels
- Progress against Individual Education Plans
- Student perception and survey data such as PIVOT
- All Weekly planners align with Rollins Instructional Model
- Individual student goals created from the F&P assessment

Late:

- NAPLAN results e.g. Numeracy benchmark growth
- Semester 2 teacher judgements
- Students, staff and parent perception survey results
- All classes will have evidence of the implementation of the Rollins Instructional Model

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<h3>KIS 1.b</h3>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<h3>Actions</h3> <ul style="list-style-type: none"> • What are the high-level actions that will be undertaken by the school to drive progress against the KIS? See the page guide for examples. 	<p>Whole school level: Further embed a whole school approach to physical/social/ emotional/cultural/civic wellbeing Classroom level: Build staff capacity to collect, analyse and respond to student wellbeing and perception survey data Individual level: Students with emerging or acute wellbeing needs will be identified and referred appropriately Disability Inclusion</p> <ul style="list-style-type: none"> - Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion - Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years - Review and reformulate how student voice is used to inform teaching and learning practices throughout the school -Build staff capacity and knowledge to develop high quality Individual Education Plans through ongoing PL

	<ul style="list-style-type: none"> - Establish and document formal processes for staff to enable them to engage with specialists, including SSS, NDIS providers eg through SSG's - Allied Health to identify the needs and the adjustments required for individual students and support teachers, ES and other relevant staff to implement, document and monitor the changes. - Establish a whole school plan to communicate and develop parent understanding of Disability Inclusion
<h2>Outcomes</h2> <ul style="list-style-type: none"> • What are the expected changes in knowledge, skills and behaviours that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented? <p>See the page guide for examples.</p>	<p>Community will...</p> <ul style="list-style-type: none"> - share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing <p>School leaders will...</p> <ul style="list-style-type: none"> - provide positive community partnership initiatives including parent forums, parent observational walks and informal community events. <p>Staff will....</p> <ul style="list-style-type: none"> - will implement a range of interventions in their classroom to support student wellbeing, resulting in strong relationships with students. - implement and model consistent routines <p>Students...</p> <ul style="list-style-type: none"> - with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - and their families will be connected to allied health and mental health services <p>Disability Inclusion</p> <ul style="list-style-type: none"> • All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents and students. • Working relationships between Teachers and Education support staff are dynamic and support excellent outcomes for all students • All staff have a solid understanding of the intent of Disability Inclusion and have a strong commitment to using inclusive practices in their classrooms with efficacy
<h2>Success Indicators</h2> <ul style="list-style-type: none"> • What data sources, evidence, or artefacts can you collect to measure the success of the Outcomes? • Ensure that you select some data sources that will allow you to track your progress towards your 12-month targets. <p>See the page guide for examples.</p>	<p>Early:</p> <ul style="list-style-type: none"> - Documentation of referrals/communication processes - Students engagement in wellbeing programs and results of Pivot wellbeing pulse checks - Teacher reports of student wellbeing concerns - Data of counselling services accessed by students and families <p>All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments</p> <p>Late:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results (inc Pivot wellbeing pulse checks) - Attendance data - Curriculum documentation shows plans for differentiation across all subject areas - School-wide Teacher Collective Efficacy (SS) data is improving - Clear SSG/IEP processes in place

