

# 2021 Annual Implementation Plan

## for improving student outcomes

Lara Lake Primary School (0769)



Submitted for review by Steve Durkin (School Principal) on 23 November, 2020 at 10:08 AM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 15 January, 2021 at 12:07 PM  
Endorsed by Charlene Eaton (School Council President) on 15 January, 2021 at 02:08 PM

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve writing outcomes for every student
<b>Target 2.1</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be above 65% and Year 5 above 25%, as measured by NAPLAN in writing.
<b>Target 2.2</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be less than 3% and Year 5 to be less than 5%, as measured by NAPLAN in writing.
<b>Target 2.3</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving high relative growth is above 35%, as measured by NAPLAN in writing.

<b>Target 2.4</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving low relative growth is below 20%, as measured by NAPLAN in writing.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Audit current practice in writing
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Investigate evidence-based best practice in writing
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Implement a consistent agreed whole school approach to writing
<b>Goal 3</b>	Improve literacy and numeracy outcomes for every student
<b>Target 3.1</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving above age expected levels (A & B) in Years P to 6 to be above 40% in Reading and above 30% in Number, according to teacher judgement.
<b>Target 3.2</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving below age expected levels (D & E) in Years P to 6 to be below 6% in Reading and below 6% in Number, according to teacher judgement.
<b>Target 3.3</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be 60% and Year 5 to be 50%, as measured by NAPLAN in Reading.

<b>Target 3.4</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be below 5% and Year 5 to be below 5%, as measured by NAPLAN in Reading.
<b>Target 3.5</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be 40% and Year 5 to be 45%, as measured by NAPLAN in Numeracy.
<b>Target 3.6</b>	By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be below 10% and Year 5 to be below 5%, as measured by NAPLAN in Numeracy.
<b>Key Improvement Strategy 3.a</b> Building leadership teams	Build the capacity of staff to lead and develop a culture of continuous improvement in reading and maths (number)
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Identify and implement evidence-based interventions in the early years in reading and maths (number)
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Evaluate and refine pedagogical, curriculum and assessment practice in reading and maths (number)
<b>Goal 4</b>	Strengthen the health and wellbeing of all students

<b>Target 4.1</b>	<p>Drafting note: you may wish to consider whether inclusion of additional student data (e.g. attendance, SWPBS, or even additional AToSS factors) would strengthen the ability to measure achievement of this goal, as currently the only data measuring student health and wellbeing is a single factor of AToSS</p> <p>By 2023, increase the student positive endorsement of student voice and agency from 75% (average of previous SSP) to 81%, as measured by the Attitude to School Survey.</p>
<b>Target 4.2</b>	<p>By 2023, increase the parent positive endorsement of student agency and voice from 86% (average of previous SSP) to 92%, as measured by the Parent Opinion Survey.</p>
<b>Target 4.3</b>	<p>By 2023, increase the student positive endorsement of trust in students and parents from 66.7% (average of previous SSP) to 71% as measured by the Staff Opinion Survey and PIVOT survey modules.</p>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	<p>Develop, implement and evaluate a whole school approach to student voice and agency</p>
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	<p>Fully implement the whole school social and emotional learning program</p>
<b>Key Improvement Strategy 4.c</b> Parents and carers as partners	<p>Fully implement the whole school social and emotional learning program</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.
Improve writing outcomes for every student	Yes	By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be above 65% and Year 5 above 25%, as measured by NAPLAN in writing.	By the end of 2021, the percentage of students achieving in the top two bands in Years 3 to be above 60% and Year 5 above 20%, as measured by NAPLAN in writing.
		By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be less than 3% and Year 5 to be less than 5%, as measured by NAPLAN in writing.	By the end of 2021, the percentage of students achieving in the bottom two bands in Years 3 to be less than 3% and Year 5 to be less than 5%, as measured by NAPLAN in writing.
		By 2023, the average percentage of students (years 2020 to 2023) achieving high relative growth is above 35%, as measured by NAPLAN in writing.	By the end of 2021, the percentage of students achieving high relative growth is above 30%, as measured by NAPLAN in writing.

		By 2023, the average percentage of students (years 2020 to 2023) achieving low relative growth is below 20%, as measured by NAPLAN in writing.	By the end of 2021, the percentage of students achieving low relative growth is below 20%, as measured by NAPLAN in writing.
Improve literacy and numeracy outcomes for every student	Yes	By 2023, the average percentage of students (years 2020 to 2023) achieving above age expected levels (A & B) in Years P to 6 to be above 40% in Reading and above 30% in Number, according to teacher judgement.	By the end of 2021, increased percentage (35%) of students achieving above age expected levels (A & B) using Teacher Judgement based on 4 year average data.
		By 2023, the average percentage of students (years 2020 to 2023) achieving below age expected levels (D & E) in Years P to 6 to be below 6% in Reading and below 6% in Number, according to teacher judgement.	By the end of 2021, decreased percentage 35% of students achieving below age expected levels (D & E) in Years P to 6 to be below 8% in Reading and below 8% in Number, according to teacher judgement.
		By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be 60% and Year 5 to be 50%, as measured by NAPLAN in Reading.	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 50% and Year 5 to be above 45%, as measured by NAPLAN in Reading.
		By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be below 5% and Year 5 to be below 5%, as measured by NAPLAN in Reading.	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 5% and Year 5 to be below 5%, as measured by NAPLAN in Reading.



		By 2023, the average percentage of students (years 2020 to 2023) achieving in the top two bands in Years 3 to be 40% and Year 5 to be 45%, as measured by NAPLAN in Numeracy.	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 35% and Year 5 to be above 40%, as measured by NAPLAN in Numeracy.
		By 2023, the average percentage of students (years 2020 to 2023) achieving in the bottom two bands in Years 3 to be below 10% and Year 5 to be below 5%, as measured by NAPLAN in Numeracy.	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 10% and Year 5 to be below 8%, as measured by NAPLAN in Reading.
Strengthen the health and wellbeing of all students	Yes	By 2023, increase the student positive endorsement of student voice and agency from 75% (average of previous SSP) to 81%, as measured by the Attitude to School Survey.	Teacher concern module of 2021 Attitudes to School Survey to be above 50% (third percentile).
		By 2023, increase the parent positive endorsement of student agency and voice from 86% (average of previous SSP) to 92%, as measured by the Parent Opinion Survey.	In 2021, increase the parent positive endorsement of student agency and voice above 86%, as measured by the Parent Opinion Survey.
		By 2023, increase the student positive endorsement of trust in students and parents from 66.7% (average of	In 2021, increase the student positive endorsement of trust in students and parents above 67%, as measured by the

		previous SSP) to 71% as measured by the Staff Opinion Survey and PIVOT survey modules.	Staff Opinion Survey and PIVOT survey modules.
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<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority		Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority		Yes
<b>KIS 3</b> Building communities	Connected schools priority		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 2021.		
<b>Goal 2</b>	Improve writing outcomes for every student		

<b>12 Month Target 2.1</b>	By the end of 2021, the percentage of students achieving in the top two bands in Years 3 to be above 60% and Year 5 above 20%, as measured by NAPLAN in writing.	
<b>12 Month Target 2.2</b>	By the end of 2021, the percentage of students achieving in the bottom two bands in Years 3 to be less than 3% and Year 5 to be less than 5%, as measured by NAPLAN in writing.	
<b>12 Month Target 2.3</b>	By the end of 2021, the percentage of students achieving high relative growth is above 30%, as measured by NAPLAN in writing.	
<b>12 Month Target 2.4</b>	By the end of 2021, the percentage of students achieving low relative growth is below 20%, as measured by NAPLAN in writing.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Audit current practice in writing	No
<b>KIS 2</b> Building practice excellence	Investigate evidence-based best practice in writing	No
<b>KIS 3</b> Curriculum planning and assessment	Implement a consistent agreed whole school approach to writing	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.	This KIS was not completed during 2020 due to the impact of remote teaching and inability of staff to adequately meet to implement changes. It remains a focus for 2021.	
<b>Goal 3</b>	Improve literacy and numeracy outcomes for every student	

<b>12 Month Target 3.1</b>	By the end of 2021, increased percentage (35%) of students achieving above age expected levels (A & B) using Teacher Judgement based on 4 year average data.	
<b>12 Month Target 3.2</b>	By the end of 2021, decreased percentage 35% of students achieving below age expected levels (D & E) in Years P to 6 to be below 8% in Reading and below 8% in Number, according to teacher judgement.	
<b>12 Month Target 3.3</b>	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 50% and Year 5 to be above 45%, as measured by NAPLAN in Reading.	
<b>12 Month Target 3.4</b>	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 5% and Year 5 to be below 5%, as measured by NAPLAN in Reading.	
<b>12 Month Target 3.5</b>	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 35% and Year 5 to be above 40%, as measured by NAPLAN in Numeracy.	
<b>12 Month Target 3.6</b>	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 10% and Year 5 to be below 8%, as measured by NAPLAN in Reading.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building leadership teams	Build the capacity of staff to lead and develop a culture of continuous improvement in reading and maths (number)	Yes
<b>KIS 2</b> Building practice excellence	Identify and implement evidence-based interventions in the early years in reading and maths (number)	Yes
<b>KIS 3</b> Curriculum planning and assessment	Evaluate and refine pedagogical, curriculum and assessment practice in reading and maths (number)	No

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.	This KIS was not completed during 2020 due to the impact of remote teaching and inability of staff to adequately meet to implement changes. It remains a focus for 2021.	
<b>Goal 4</b>	Strengthen the health and wellbeing of all students	
<b>12 Month Target 4.1</b>	Teacher concern module of 2021 Attitudes to School Survey to be above 50% (third percentile).	
<b>12 Month Target 4.2</b>	In 2021, increase the parent positive endorsement of student agency and voice above 86%, as measured by the Parent Opinion Survey.	
<b>12 Month Target 4.3</b>	In 2021, increase the student positive endorsement of trust in students and parents above 67%, as measured by the Staff Opinion Survey and PIVOT survey modules.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop, implement and evaluate a whole school approach to student voice and agency	Yes
<b>KIS 2</b> Health and wellbeing	Fully implement the whole school social and emotional learning program	Yes
<b>KIS 3</b> Parents and carers as partners	Fully implement the whole school social and emotional learning program	No

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.

This KIS was not completed during 2020 due to the impact of remote teaching and inability of staff to adequately meet to implement changes. It remains a focus for 2021.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	Provision of staff to deliver Tutor Learning Program			
<b>Outcomes</b>	Blended model of student withdrawal for one to one intervention, working with small groups either within or out of classroom. This becomes normal practice within the school.			
<b>Success Indicators</b>	Reduction in students achieving below expected achievement levels, as outlined in Goal 3, Target 3.6.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Engage existing staff as intervention team.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$188,000.00  <input type="checkbox"/> Equity funding will be used
Identify students for intervention and timetable sessions	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			

<b>Actions</b>	Develop the capacity for student voice to impact on the school community. A shared understanding of what 'voice' is needs to be developed among staff before they can enhance this. School employed Counsellor to target students experiencing additional distress and school disengagement.			
<b>Outcomes</b>	Students have vehicles for developing resilience and tackling anxiety.. There are structures in place to enhance student input into whole school. A school nurse and school counsellor have worked to support student physical, social and emotional well-being.			
<b>Success Indicators</b>	Students have access to professionals to support them. School Counsellor data indicating less cases.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Integration of Respectful Relationships with the school's existing student well-being approach	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Year five team to investigate and implement a Peer Mentor program .			
<b>Outcomes</b>	Year five students are trained and providing support for peers and input into school improvement.			
<b>Success Indicators</b>	Reduced behaviour incidents, as recorded via Compass Chronicles.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers to investigate Peer Mentor program.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00



				<input type="checkbox"/> Equity funding will be used
Year five teachers to develop and implement Peer Mentor program for year five students	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve writing outcomes for every student			
<b>12 Month Target 2.1</b>	By the end of 2021, the percentage of students achieving in the top two bands in Years 3 to be above 60% and Year 5 above 20%, as measured by NAPLAN in writing.			
<b>12 Month Target 2.2</b>	By the end of 2021, the percentage of students achieving in the bottom two bands in Years 3 to be less than 3% and Year 5 to be less than 5%, as measured by NAPLAN in writing.			
<b>12 Month Target 2.3</b>	By the end of 2021, the percentage of students achieving high relative growth is above 30%, as measured by NAPLAN in writing.			
<b>12 Month Target 2.4</b>	By the end of 2021, the percentage of students achieving low relative growth is below 20%, as measured by NAPLAN in writing.			
<b>KIS 1</b> Curriculum planning and assessment	Implement a consistent agreed whole school approach to writing			
<b>Actions</b>	Develop and document a research-based approach to the teaching and learning of writing that is supported by a professional learning strategy that effectively builds teacher capability.			
<b>Outcomes</b>	Continued implementation of The Writing Workshop approach.  Increased volume of writing, stamina and engagement.  Increased knowledge of Victorian Writing Curriculum.			

	<p>Increased knowledge of Writing conferences and personal learning goals based on the 6+1 Traits.</p> <p>Implement writing conferences across whole school.</p> <p>The school has delivered professional learning related to components of a Writing Workshop approach.</p> <p>Learning Specialists to lead professional learning throughout the year.</p>			
<b>Success Indicators</b>	<p>Teacher Judgement, using report data from Semester 1 compared to Semester 2.</p> <p>A common approach to the teaching of writing is evident across the school.</p> <p>Students use their writing resources to document their ideas and goals.</p> <p>Leaders will: use multiple sources of evidence to track professional learning growth.</p> <p>Lesson plans reflect the professional learning.</p> <p>Teachers will: understand the structure of the pedagogical model; establish/improve professional conversations; use the pedagogical model regularly to plan and deliver lessons</p> <p>Success Indicators could include: lesson plans; notes from observations.</p> <p>Students will: be able to articulate their personal learning goals in Writing and how they are working on them.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Deliver Professional learning to increase knowledge of:</p> <ul style="list-style-type: none"> <li>- Victorian Writing Curricular</li> <li>- 6 + 1 Traits</li> <li>- Writing Conferences</li> <li>- Differentiated teaching at point of need.</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC Leaders to complete Bastow ~ Literacy Local Leaders and pass on to all staff	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Create documentation of the LLPS approach to teaching and learning of writing	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Specialist with PCE's create a professional learning overview.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Using the FISO model the Leadership team will engage in leading the professional learning around best practice in teaching writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of a whole-school writing moderation folder.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers implement The Writing Workshop in their classrooms.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve literacy and numeracy outcomes for every student			

<b>12 Month Target 3.1</b>	By the end of 2021, increased percentage (35%) of students achieving above age expected levels (A & B) using Teacher Judgement based on 4 year average data.
<b>12 Month Target 3.2</b>	By the end of 2021, decreased percentage 35% of students achieving below age expected levels (D & E) in Years P to 6 to be below 8% in Reading and below 8% in Number, according to teacher judgement.
<b>12 Month Target 3.3</b>	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 50% and Year 5 to be above 45%, as measured by NAPLAN in Reading.
<b>12 Month Target 3.4</b>	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 5% and Year 5 to be below 5%, as measured by NAPLAN in Reading.
<b>12 Month Target 3.5</b>	By the end of 2021, percentage of students achieving in the top two bands in Years 3 to be above 35% and Year 5 to be above 40%, as measured by NAPLAN in Numeracy.
<b>12 Month Target 3.6</b>	By the end of 2021, percentage of students achieving in the bottom two bands in Years 3 to be below 10% and Year 5 to be below 8%, as measured by NAPLAN in Reading.
<b>KIS 1</b> Building leadership teams	Build the capacity of staff to lead and develop a culture of continuous improvement in reading and maths (number)
<b>Actions</b>	Develop a consistent approach to the teaching and learning of Mathematics that is supported by a professional learning strategy that effectively builds teacher capability. Maintain a consistent approach to the teaching and learning of Reading that is supported by a professional learning strategy that effectively builds teacher capability.
<b>Outcomes</b>	Teachers review current maths teaching practice and participate in whole school professional learning.  The school has delivered professional learning related to the teaching and learning of mathematics.  Student engagement in maths lessons is enhanced and demonstrate deeper understanding of mathematical concepts.  Teachers across the school plan and implement consistently using learning from whole school professional learning  Leadership team delivers professional learning related to the teaching and learning of maths Support PLC leaders to effectively deliver professional learning to their teams.

<b>Success Indicators</b>	<p>A common approach to the teaching of mathematics is evident across the school.</p> <p>Students work in various group activities to collaboratively learn together.</p> <p>Lesson plans reflect the professional learning from whole staff PD</p> <p>Teachers understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole school professional learning around contemporary effective maths teaching and learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input type="checkbox"/> Equity funding will be used
<p>Survey</p> <ul style="list-style-type: none"> <li>-Develop a survey for staff and students using Google Forms on understanding of mathematical concepts</li> <li>-Implement Survey with staff</li> <li>-Implement survey with students</li> <li>-Review data</li> <li>-Share data with staff</li> <li>-Using data, develop 2022 AIP Goals</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement across the whole school the 'Lara Lake' approach to the teaching and learning of Mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Attend PLCs to support data analysis and Mathematics planning	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Identify and implement evidence-based interventions in the early years in reading and maths (number)			
<b>Actions</b>	<p>TLP funding used to implement a tutoring program grades 1-6.</p> <p>Implementation of a intervention program based on researched best practice.</p> <p>Review LLPS Intervention policy</p>			
<b>Outcomes</b>	<p>Identified students will make more than twelve months growth in twelve months.</p> <p>Tutors will increase knowledge of best intervention practices.</p> <p>Classroom teachers will have increased knowledge of their identified students individual learning needs.</p> <p>Identified students will have increased engagement and success in English and Mathematics.</p>			
<b>Success Indicators</b>	<p>Learning growth from assessments.</p> <p>Planning documentation of Tutors will reflect best practice and differentiation of program.</p> <p>Planning documentation of Classroom teachers will reflect identified students individual learning needs.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Analyse student learning data to select at risk students and plan for interventions at point of need.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Review Intervention Policy - create role description of Tutors	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement an intervention program	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Strengthen the health and wellbeing of all students			
<b>12 Month Target 4.1</b>	Teacher concern module of 2021 Attitudes to School Survey to be above 50% (third percentile).			
<b>12 Month Target 4.2</b>	In 2021, increase the parent positive endorsement of student agency and voice above 86%, as measured by the Parent Opinion Survey.			
<b>12 Month Target 4.3</b>	In 2021, increase the student positive endorsement of trust in students and parents above 67%, as measured by the Staff Opinion Survey and PIVOT survey modules.			
<b>KIS 1</b> Empowering students and building school pride	Develop, implement and evaluate a whole school approach to student voice and agency			
<b>Actions</b>	Develop the capacity for student voice to impact on the school community. Implement a Student Representative Council Through SEL provide all children a forum for sharing views and opinions Implement PIVOT tool from P-6 Respond to data sets (AtoSS, PIVOT, Parent Opinion, Staff Opinion)			
<b>Outcomes</b>	Students: - will experience voice and agency via: Student Representative Council Community Circles and the SEL approach			

	PIVOT Survey - will better articulate thoughts and opinions.  Staff: - Utilise professional learning to provide opportunities for improving student voice and agency. - analyse well-being data and respond accordingly.			
<b>Success Indicators</b>	A system is in place that provides students with agency in how their school operates. PIVOT data sets (cohort and whole school) AtoSS data (cohort and whole school) Staff Opinion data sets Parent Opinion data sets			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Integration of Respectful Relationships with the school's existing student well-being approach	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Fully implement the whole school social and emotional learning program			
<b>Actions</b>	Develop a student well-being committee. Audit Respectful Relationships resource Develop whole school framework/scope and sequence which integrates Respectful Relationships into current whole school SEL initiative (Play is the Way). Provide professional learning via staff meetings. Begin school wide implementation of whole school approach/resource via Community Circle protocols within classrooms.			
<b>Outcomes</b>	Students - have vehicles for contributing in a meaningful way - via class meetings, Community Circles and through structured SEL lessons. - will access and understand the principles behind the Respectful Relationships coursework - will utilise a SEL framework to manage attitudes/behaviours towards themselves, others and the community.			



	<p>Staff:</p> <ul style="list-style-type: none"> <li>- will have access to a school wide recourse that encompasses the current SEL framework overlaid with content from Respectful Relationships.</li> <li>- will implement weekly SEL lessons as per whole school scope and sequence</li> <li>- will engage in professional learning</li> <li>- will review student data sets in relation to the well-being of their students, using this data staff will make adaptations to their planning.</li> </ul>			
<b>Success Indicators</b>	<p>Evidence of a Student Well-being Committee, including the minutes from these.  Scope and sequence resource developed and evidence of its implementation.  PIVOT data sets (cohort and whole school)  AtoSS data (cohort and whole school)  Staff Opinion data sets  Parent Opinion data sets</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
School Counsellor is employed and working with identified students across the school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00  <input checked="" type="checkbox"/> Equity funding will be used