**2022 Annual Implementation Plan**

Submitted for review by Ingrid Clarkson (School Principal) on 03 February, 2022 at 08:57 AM  
Endorsed by Joanna Day (Senior Education Improvement Leader) on 10 February, 2022 at 02:46 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Natimuk Primary School (1548)



**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 | Embedding |
| 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 | Embedding |
| 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** | The staff have worked tirelessly this year to cover all aspects of teaching and learning under difficult and trying circumstances. While teaching a group of students on site they had to also teach and support students during remote learning. Under these stresses the staff have managed to keep the goals insight and keep the children achieving at desirable levels. Having to learn and teach new programs has been both a success and a disaster. Keeping the student as the main focus for both learning and mental health was a priority. The communication with parents was excellent via the mediums chosen - webex, email, dojo, text message. Parents were extremely supportive and managed well to keep children engaged with learning at home. |
| **Considerations for 2022** | We will have a new staff member in 2022, the school will also be undertaking a review in term 4 and we will have a refurbishment and modernization to most of our school buildings. There is a lot for the staff to review and revise to set up a new Strategic Plan. Fiso will be reviewed more thoroughly, our goals and targets will be analyzed, plans and programs will be reviewed. While the school is preparing for the review, we will also be undergoing major renovations to all classrooms along with external modifications. Our considerations are about student and staff mental health and wellbeing while we undertake all these tasks. Student learning will be a priority. |
| **Documents that support this plan** |  |

**SSP Goals Target and KIS**

|  |  |
| --- | --- |
| Goal 1 | <b>2022 Priorities Goal</b><br/> 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. |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.ay 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.by Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve literacy outcomes for all students |
| Target 2.1 | By 2022, each year F - 6 student to make at least one year of progress each school year against the Victorian Curriculum in Literacy - reading and writing and Numeracy, or, meet the goals set out on their Individual Learning Plan. |
| Target 2.2 | By 2022, maintain the number of students in the middle and top two bands in NAPLAN Reading and Writing from Year 3 to Year 5 (matched cohort). |
| Key Improvement Strategy 2.ay Building practice excellence | Consolidate capacity of teachers to consistently deliver the school’s instruction model, high impact teaching strategies |
| Key Improvement Strategy 2.by Evaluating impact on learning | Develop evidence-based procedures to monitor and evaluate the effectiveness of whole school curriculum delivery. |
| Goal 3 | To maximise student performance across all curriculum areas, with a focus on STEM. |
| Target 3.1 | By 2022, to improve the following factors in the Attitudes to School Survey -  Motivation and Interest from 71% (2018) to 80% (2022) and  Stimulated Learning from 68% (2018) to 80% (2022) |
| Target 3.2 | By 2022, all students in Years 2, 4 and 6 will be at or above expected levels in Science and Digital Technologies against the Victorian Curriculum or meet the goals in their Individual Learning Plans. |
| Target 3.3 | By 2022, maintain the number of students in the middle and top two bands in NAPLAN Numeracy from Year 3 to Year 5 (matched cohort). |
| Key Improvement Strategy 3.ay Curriculum planning and assessment | Develop and implement a curriculum plan and assessment framework to inform student learning. |
| Key Improvement Strategy 3.by Building practice excellence | Build teacher capacity to promote effective data/assessment literacy practices that enables teachers to analyse student data in order to inform effective teaching and student learning. |
| Goal 4 | To improve student engagement in their learning |
| Target 4.1 | By 2022, to reduce the percentage of students with 20 or more days absent (23% - 2018) (25% - 2016 - 2018)   (Panorama Report) |
| Target 4.2 | By 2022, improve the Student Voice and Agency factor (under the Social Engagement Domain) from 73% (2018) to 85% (2022).  (Panorama Report) |
| Target 4.3 | By 2022, improve the Academic Emphasis factor in the School Staff Survey from 79% (2018) to 85% (2022) and maintain the Collective Efficacy factor in the School Staff Survey above 90% (92% - 2018) (Panorama Report) |
| Key Improvement Strategy 4.ay Empowering students and building school pride | Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in student learning. |
| Key Improvement Strategy 4.by Building practice excellence | Build teacher capacity in order to promote and amplify student voice and agency in student learning. |

**Select Annual Goals and KIS**

|  |  |  |  |
| --- | --- | --- | --- |
| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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. | Yes | Support for the 2022 Priorities | By the end of 2022, all students will have accessed additional support to meet the priorities of Numeracy and wellbeing. |
| To improve literacy outcomes for all students | No | By 2022, each year F - 6 student to make at least one year of progress each school year against the Victorian Curriculum in Literacy - reading and writing and Numeracy, or, meet the goals set out on their Individual Learning Plan. |  |
| By 2022, maintain the number of students in the middle and top two bands in NAPLAN Reading and Writing from Year 3 to Year 5 (matched cohort). |  |
| To maximise student performance across all curriculum areas, with a focus on STEM. | No | By 2022, to improve the following factors in the Attitudes to School Survey -  Motivation and Interest from 71% (2018) to 80%  (2022) and  Stimulated Learning from 68% (2018) to 80% (2022) |  |
| By 2022, all students in Years 2, 4 and 6 will be at or above expected levels in Science and Digital Technologies against the Victorian Curriculum or meet the goals in their Individual Learning Plans. |  |
| By 2022, maintain the number of students in the middle and top two bands in NAPLAN Numeracy from Year 3 to Year 5 (matched cohort). |  |
| To improve student engagement in their learning | No | By 2022, to reduce the percentage of students with 20 or more days absent (23% - 2018) (25% - 2016 - 2018)   (Panorama Report) |  |
| By 2022, improve the Student Voice and Agency factor (under the Social Engagement Domain) from 73% (2018) to 85% (2022).  (Panorama Report) |  |
| By 2022, improve the Academic Emphasis factor in the School Staff Survey from 79% (2018) to 85% (2022) and maintain the Collective Efficacy factor in the School Staff Survey above 90% (92% - 2018) (Panorama Report) |  |

|  |  |  |
| --- | --- | --- |
| Goal 1 | <b>2022 Priorities Goal</b><br/> 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, all students will have accessed additional support to meet the priorities of Numeracy and wellbeing. | |
| **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. | | | | |
| 12 Month Target 1.1 | By the end of 2022, all students will have accessed additional support to meet the priorities of Numeracy and wellbeing. | | | | |
| 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** | Implement a Tutor program to support students at their point of need Build Tutor capacity in assessment and differentiation to meet the individual needs of students Provide Professional Learning for staff to meet individual learning needs of students | | | | |
| **Outcomes** | Tutors will: recognise and respond to the needs of individual students record and report results and be able to analyse the data for growth or teaching to point of need Students will: be identified for the tutor program and will progress one point from their point of entry or as indicated by an Individual Learning Plan Leaders/Staff will: identify students requiring support plan and implement Literacy and Numeracy activities to support individual students report on student progress | | | | |
| **Success Indicators** | Early Indicators: Plans will be developed to document support in Literacy and Numeracy Pre and Post tests will be conducted regularly Anecdotal evidence will be collected Students will be recorded on CASES21  Late Indicators: NAPLAN data PAT Maths (Reading) data On Demand Maths data Diagnostic term tests in Numeracy | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Employ a tutor | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct start of year Interviews and complete Assessment Schedule | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Identify students for intervention or acceleration | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 3 | $6,897.70  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Arrange the timetable so identified students get individual or group tuition of 45mins | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise meeting times with staff and tutors to gain input to program and develop a plan for data collection | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review program every six weeks and nominate students on CASES21 | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Report to parents to support student and gain feedback | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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** | Establish and camps and excursion program to support students’ health and wellbeing To strengthen in-class relationships through peer and group learning activities | | | | |
| **Outcomes** | Leaders and Staff will: organise camps and excursions for all students  plan and implement wellbeing and mental health sessions recognise and respond to student's mental health needs directly support student's needs and provide referrals  Students will: complete the ATS survey to report on wellbeing and mental health recognise and respond to their needs  learning growth over 12 months in numeracy for all students collaboration at staff meetings to provide appropriate support for at risk students PDP's will be developed to show that resources and support is provided by teachers Term Plans and weekly plans will demonstrate support to at risk students  students will have attended regular weekly sessions as per timetable | | | | |
| **Success Indicators** | Early Indicators: Documentation of the camps and excursions program  Late Indicators: Attendance data ATSS Parent Opinion Survey | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Review items on the mental health menu to implement such as Active Schools, Bully Stoppers, Respectful Relationships | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| gather attendance data to inform if follow up is required if a student is away for 3 days | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| camps and excursions planned for and paid for with Government Initiative (amount unknown) | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule camps and excursions | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Promote health and well-being information | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| review processes for documenting engagement with parents/carers to ensure appropriate follow up when difficult situations arise | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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 | $6,897.70 | $6,897.70 | $0.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $15,299.63 | $15,299.63 | $0.00 |
| **Total** | $22,197.33 | $22,197.33 | $0.00 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Identify students for intervention or acceleration | $6,897.70 |
| Review items on the mental health menu to implement such as Active Schools, Bully Stoppers, Respectful Relationships | $0.00 |
| **Totals** | $6,897.70 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Identify students for intervention or acceleration | from: Term 1  to: Term 3 | $6,897.70 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $6,897.70 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Review items on the mental health menu to implement such as Active Schools, Bully Stoppers, Respectful Relationships | from: Term 1  to: Term 4 | $15,299.63 | 🗹 Tier 1/Category: Whole school approach to positive mental health  **This activity will use Foundation Resources (DET Funded initiatives or other free resources)**   * + Respectful Relationships   Respective Relationships Program   * + Active Schools   Coaches, professionals, camps and excursions |
| **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 |
| Employ a tutor | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Primary Mathematics and Science specialists  🗹 Literacy expertise  🗹 Teaching partners  🗹 Internal staff  🗹 Departmental resources  Regional Support Services - Visiting teacher | 🗹 On-site |