

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Laburnum Primary School (4863)



Submitted for review by Kathryn Verbi (School Principal) on 24 February, 2022 at 11:34 AM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 25 February, 2022 at 05:40 PM

Endorsed by Michael Johnson (School Council President) on 04 March, 2022 at 12:54 PM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Maintain and extend the school's strong results in Reading and Numeracy, as evidenced in the 2021 School Performance Report. Continue to improve the school's results in Wellbeing, as evidenced in the 2021 School Performance Report.
<b>KIS 1</b> 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
<b>Actions</b>	Build staff capacity in assessment, data analysis and differentiation in order to identify and meet students' individual learning needs  Develop a multi-tiered response to meet students' individual learning needs
<b>Outcomes</b>	Whole School Level Teachers identify student learning needs with confidence and accuracy PLCs utilised for reflective practice, data analysis, evaluation and planning curriculum, based on the LPS assessment schedule. Students know how lessons are structured to support their learning.  Literacy Teachers consistently and explicitly implement the school's instructional model in Reading.  Numeracy Leaders support teaching staff to gather data and differentiate student learning Teachers collaboratively design and offer quality sequenced learning opportunities within the zone of proximal development of students Teachers and students experience guided discovery learning experiences and further opportunities to consolidate the learning Staff implement whole school approach to designing, planning and facilitating Maths talks Survey results used to identify next steps to increase engagement

	<p>Classroom Level Teachers implement the agreed assessment schedule with fidelity Teachers analyse and use data so that students experience success with their learning and demonstrate growth.</p> <p>Literacy Teachers provide students with targeted learning opportunities, using differentiated resources</p> <p>Numeracy Students and teachers have an understanding of the number system structure.</p> <p>Individual and Small Group Level Students confidently contribute to learning in a stimulating and inclusive educational community Students in need of targeted academic support or intervention are identified and supported. Students know what the next steps are to progress their learning.</p> <p>Literacy Nominated or relevant teachers and leaders will establish targeted intervention groups.</p> <p>Numeracy Students engage in collaborative Maths Talks to discuss efficient mathematical strategies Students document their successes and thoughts in their Maths journals</p>
<p><b>Success Indicators</b></p>	<p>Whole School Level Strong Reading and Numeracy results maintained in the School Performance Report Documentation of use of data from the Assessment Schedule, as minuted in PLC meetings Teacher records of student progress, in an agreed whole school format Classroom and peer observations demonstrate application of professional learning strategies</p> <p>Literacy Teachers' Fountas and Pinnell data and teacher judgement data recorded on Sentral and F and P trackers on Staff Share drive Consistency of all elements of the Reading instructional model in PLC minutes and weekly planners</p> <p>Numeracy PLC documentation and dialogue of teachers accessing the curriculum frameworks and ENRP growth points to analyse evidence Classroom/peer observations and PLC documentation of shared approach related to number systems structure Documentation of whole school approach to Maths Talks</p>

	<p><b>Classroom Level</b>  Use of the Assessment Schedule to guide collection, moderation and analysis of data  Differentiated PLC planning based on data, including Learning Intentions/Success Criteria  PLCs use assessment data to identify student growth and progress</p> <p><b>Literacy</b>  Consistency of all elements of the Reading instructional model in PLC minutes and weekly planners</p> <p><b>Numeracy</b>  Curriculum documents outlining guided discovery experiences that are designed and documented</p> <p><b>Individual and Small Group Level</b>  Data used to identify students for targeted teaching and student growth  Differentiated resources used in targeted teaching, based on data analysis  Analysis of assessment data and student surveys to guide targeted teaching</p> <p><b>Literacy</b>  Recorded student goals are reflective of next steps in learning</p> <p><b>Numeracy</b>  Class observations and PLC reflections demonstrate learners accessing and engaging in classroom learning tasks  ILPs created with teacher, student and Learning Specialists, considering current learner profile  Survey results reflect students developing positive mathematical attitudes</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional Learning on targeted teaching strategies and the Reading Instructional Model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	t.b.c.  <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
Provide professional Learning on formative assessment and data analysis, including DET assessment tools.	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Monitor TLI students' growth and progress.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <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

<p>Provide coaching support in the use of data to inform planning and implementation of targeted teaching strategies including small group practices, reading conferences and ILPs.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>t.b.c.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Provide coaching in the use of processes and protocols for regular moderation of student work within PLCs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Review and update assessment trackers to identify student growth, students requiring additional support and EAL students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Provide PL to identify and document student targets and strategies in ILP's.	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Utilise evidence of student learning and needs to plan, monitor and enrich numeracy tasks.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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Develop purposeful numeracy games and prompts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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 <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
Establish Peer Observation processes related to student self-assessment to trial new mathematical ideas	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	t.b.c.  <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



Coach PLCs to design experiences using concrete materials, integration & language associated with place value and the number system structure, linking across strands.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	t.b.c.  <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
Provide staff PL in the teaching practices of number systems structure, Maths reflection journals and facilitating Maths Talks	<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
Establish processes to support guided discovery in Mathematics, including enabling and extending prompts	<input checked="" type="checkbox"/> Leadership Team	<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
Add whole school engagement survey to Assessment Schedule, including analysis of data to inform next steps	<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 <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
Build staff capacity to administer and analyse MOI to determine students' next steps in learning	<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

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<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Establish a multi-tiered response model to support students' mental health &amp; wellbeing</p> <p>Increase staff capacity to facilitate the inquiry model to activate and engage student voice and agency</p>			
<b>Outcomes</b>	<p>Whole School Level</p> <p>SWPBS team and coaching established, with regular professional learning impacting teacher practice and efficacy</p> <p>Partnership strengthened with Respectful Relationships schools, increasing knowledge and aiding implementation</p> <p>Leadership, teachers and students know how to access available supports to promote wellbeing</p> <p>Whole school approach to cyber safety promotes safety of students in an online context</p> <p>Staff adopt the inquiry model and actively seek/promote student voice and agency</p> <p>Classroom level</p> <p>Teachers and leaders establish agreed monitoring processes and leaders ensure these are visible for staff use</p> <p>Staff use an educative approach to behaviours of concern and follow the response to behaviours continuum</p> <p>At-risk students identified and receiving targeted support in a timely manner</p> <p>Students report feeling supported and engaged</p> <p>Current Acceptable Use of Technology agreements in place across the school</p> <p>Individual and Small Group Level</p> <p>Students with acute needs receive individualised support, with student support group meetings as required</p> <p>Families of vulnerable students continue to receive regular communication and support from the school</p> <p>Every child has a friend</p> <p>A stimulating learning environment promotes curiosity</p> <p>Social Skills program available for students who need further support in social competency</p>			
<b>Success Indicators</b>	<p>Wellbeing results improved in the School Performance Report</p> <p>Stimulated Learning factor will increase, as evidenced in our Attitudes to School Survey (AToSS)</p> <p>Consistency of behavioural incidences are recorded on Sentral</p> <p>Students feel safe and secure online and at school as per AToSS</p> <p>Agendas and minutes from Respectful Relationships and VicSWPBS teams</p>			

	Connectedness to school increased through SWPBS implementation as evidenced by improved AToSS, attendance and engagement data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish VicSWPBS team	<input checked="" type="checkbox"/> Assistant Principal	<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
Provide tier 1 (universal) SWPBS PL	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

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Implement a school wide approach to cyber safety through use of online programs and external facilitators	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Establish an agreed approach to monitoring and responding to student wellbeing concerns, including behaviour	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/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
Actively engage students in inquiry process	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<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
Create flowchart to sequence access to available Wellbeing supports, including Social Skills	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	t.b.c.  <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
Provide Respectful Relationships PL	<input checked="" type="checkbox"/> Respectful Relationships Implementation 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
Develop a whole school Scope and Sequence for the teaching of Respectful Relationships	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Establish Respectful Relationships team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<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

Provide Student Support Group meetings for identified vulnerable students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	t.b.c.  <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
Provide PL and coaching on the inquiry approach	<input checked="" type="checkbox"/> Leading Teacher(s) <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