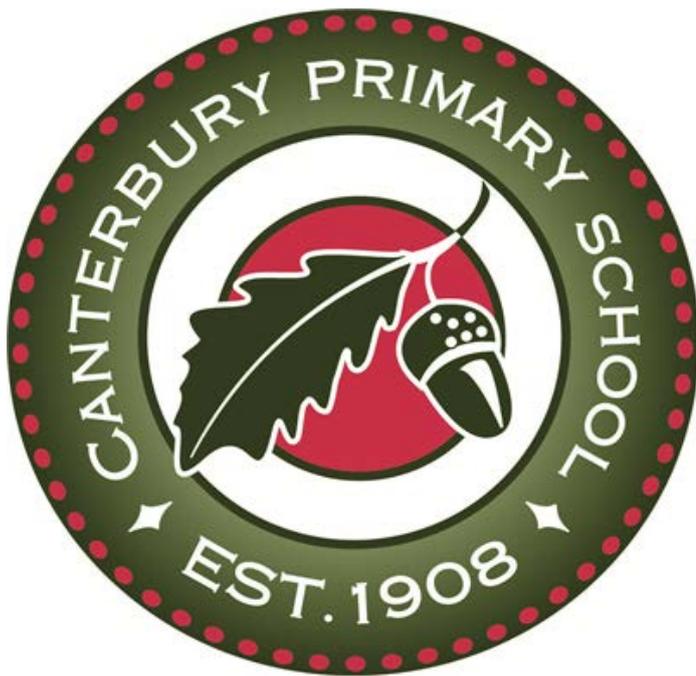# 2022 Annual Implementation Plan

for improving student outcomes

Canterbury Primary School (3572)

Submitted for review by Carly Pluck (School Principal) on 16 January, 2022 at 11:44 AM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 07 February, 2022 at 06:25 PM
Endorsed by Eve Mitsopoulos (School Council President) on 22 February, 2022 at 11:37 AM

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	Evolving
	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	Despite disruption caused during further school closures in 2021, significant progress was made, particularly in relation to teaching and learning. A school-wide Instructional Framework was reviewed, refined, implemented and monitored throughout the year. This provided staff with a common language and supported teacher planning, lesson structure and most importantly, student experience regardless of age or classroom. We also refined our Curriculum Framework, Assessment Schedule and successfully delivered the Department's Tutor Learning Initiative. All staff participated in professional learning related to spelling and differentiation, which was led collaboratively by the School Improvement Team. In Term 2, we launched our CPS Learner Dispositions, which has supported all students to understand, on a surface level, what it means to be a good learner, with further work planned for 2022 to embed this language for students, staff and parents. The school community were engaged through weekly, virtual assemblies, and authentic opportunities for student leadership were further explored and provided for students school-wide. For example, to coincide with our Makerspace/Colour Run Fundraiser in Term 4, 2 students from each class were nominated by their peers to join the Makerspace Advisory Group, assisting teacher and principal class staff to plan and spend money raised, which equated to approximately $40,000. Our CPS Parliamentary Program continued, our Year 5 students refined Ministerial roles for 2022, and we plan to include Year 3 students in the Senate in 2022.

Considerations for 2022	Our School Review conducted in Term 2 has clarified our next steps, as well as the Department's priority goals. Specifically, our considerations for 2022 include, but are not limited to: - Reviewing our current Zoned Maths Program, making evidence-based adjustments to improve consistency in assessment, planning and reporting practices, as well as student engagement and parent communication processes. - While we maintain high levels of NAPLAN achievement data for reading, we have seen a decline in our benchmark growth data, and will therefore consider ways to improve reading outcomes, particularly in the senior years. - Developing teacher capacity in utilising assessment data to identify and target individual learning needs in all curriculum areas. Teaching staff will engage in the Department's Professional Learning Communities (PLC) training during Semester 2, which will improve collaborative assessment practices within teams, across year levels and with tutor/EAL staff, which will lead to improved student outcomes and greater communication, trust and collaboration amongst teaching staff. - Seeking student and parent feedback on our CPS Wellbeing Framework before a school-wide launch in Term 2. This is a key improvement strategy identified in our School Strategic Plan, and will better assist all students, staff and parents to understand the programs, policies and processes we have in place to support the needs of our students. It will also be used as an opportunity to identify further areas for improvement, based on feedback and opinion data. - Our Specialist Program will be modified, with classroom teachers delivering the Health Curriculum. A school-wide, developmental scope and sequence will be developed and implemented from Prep - 6, providing teachers with clarity, improved resources and targeted incursions/guest speakers to support the teaching and learning program.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth and achievement for all students.
Target 2.1	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN • Reading to increase from 76% (2019) to 85% or above • Writing to increase from 89% (2019) to 92% or above • Numeracy to increase from 71% (2019) to 85% or above
Target 2.2	By 2024 increase the percentage of students achieving in the top two bands in NAPLAN Year 3 • Numeracy to increase from 84% (2019) to 88% or above Year 5 • Reading to increase from 78% (2019) to 84% or above • Numeracy to increase from 57% (2019) to 65% or above

Target 2.3	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets). • Reading from 62% (2020) to 70% or above • Writing from 46% (2020) to 54% or above • Number and algebra 56% (2020) to 64% or above • Measurement and geometry from 55% (2020) to 63% or above.
Key Improvement Strategy 2.a Building practice excellence	To embed consistent high–quality instructional and collaborative practices.
Key Improvement Strategy 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Key Improvement Strategy 2.c Evaluating impact on learning	To monitor and evaluate the impact of teaching on student learning outcomes.
Goal 3	To improve student agency in learning.
Target 3.1	By 2024 increase the percentage of positive endorsement in the SSS: • Academic emphasis from 76% (2020) to 85% or above • Collective efficacy from 93% (2020) to 95% or above • Teacher collaboration from 54%% (2020) to 75% or above
Target 3.2	By 2024 increase the percentage of positive endorsement in the POS: • Parent participation and involvement from 86% (2020) to 90% or above • Student motivation and support from 83% (2020) to 88% or above • Teacher communication from 75% (2020) to 82% or above

Target 3.3	By 2024 decrease student absence rates • Percentage of students with 20 or more absence days from 16% (2019) to 12% or less
Key Improvement Strategy 3.a Building practice excellence	To enhance teacher capacity to activate student agency.
Key Improvement Strategy 3.b Empowering students and building school pride	To embed a whole school strategy for students to monitor their own learning goals and track progress.
Key Improvement Strategy 3.c Parents and carers as partners	To enhance authentic learning partnerships between students and the school community.
Goal 4	To maximise the wellbeing of all students.

Target 4.1	By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level:
	
	    • 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above
	    • 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above

Target 4.2	By 2024 increase the percentage of positive endorsement in the POS:
	
	    • School improvement from 79% (2020) to 87% or above
	    • Confidence and resiliency from 87% (2020) to 95% or above

Target 4.3	By 2024 increase the percentage of positive endorsement in the SSS:
	
	    • Shielding and buffering from 70% (2020) to 80% or above
	    • Staff trust in colleagues from 59%% (2020) to 85% or above
	    • Parent and community involvement from 86% (2020) to 90% or above

Key Improvement Strategy 4.a Health and wellbeing	To build and sustain a consistent whole school wellbeing framework.
Key Improvement Strategy 4.b Building practice excellence	To build staff capacity to support complex social, emotional and wellbeing needs
Key Improvement Strategy 4.c Networks with schools, services and agencies	To maximise partnerships within and beyond the school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	To teach and support each student at their point of need and in line with FISO, where learning and wellbeing are prioritised.
To maximise learning growth and achievement for all students.	Yes	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN • Reading to increase from 76% (2019) to 85% or above • Writing to increase from 89% (2019) to 92% or above • Numeracy to increase from 71% (2019) to 85% or above	N/A - No NAPLAN Growth data will be available in 2022, given Year 5 cohort did not participate in their Year 3 NAPLAN assessment in 2020, however we plan on using other assessment data, such as Progressive Achievement Tests (PAT).

		By 2024 increase the percentage of students achieving in the top two bands in NAPLAN
		
		Year 3
		
		   • Numeracy to increase from 84% (2019) to 88% or above
		
		Year 5
		
		   • Reading to increase from 78% (2019) to 84% or above
		
		   • Numeracy to increase from 57% (2019) to 65% or above
			By the end of 2022, increase the percentage of students achieving in the top two bands in NAPLAN:
			- Year 3 Numeracy to increase from 80% (2021) to 85% or above.
			- Year 5 Reading to increase from 77% (2021) to 80% or above.

		By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets).
		
		   • Reading from 62% (2020) to 70% or above
		
		   • Writing from 46% (2020) to 54% or above
		
		   • Number and algebra 56% (2020) to 64% or above
		
		   • Measurement and geometry from 55% (2020) to 63% or above.
			To increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgements:
			- Number and algebra from 55% (2021) to 60%.
			- Measurement and geometry from 49% (2021) to 55%.

To improve student agency in learning.	No	By 2024 increase the percentage of positive endorsement in the SSS:
		
		   • Academic emphasis from 76% (2020) to 85% or above
		
		   • Collective efficacy from 93% (2020) to 95% or above
		
		   • Teacher collaboration from 54%% (2020) to 75% or above	

		By 2024 increase the percentage of positive endorsement in the POS:
		
		   • Parent participation and involvement from 86% (2020) to 90% or above
		
		   • Student motivation and support from 83% (2020) to 88% or above	

		• Teacher communication from 75% (2020) to 82% or above	
		By 2024 decrease student absence rates • Percentage of students with 20 or more absence days from 16% (2019) to 12% or less	
To maximise the wellbeing of all students.	Yes	By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: • 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above • 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above	By the end of 2022, increase the percentage of positive endorsement in the student AToSS—question specific level: 'I can recover in a short time when something bad happens to me' from 87% (2021) to 92% or above 'Students at this school treat each other with respect' from 75% (2021) to 82% or above.
		By 2024 increase the percentage of positive endorsement in the POS: • School improvement from 79% (2020) to 87% or above • Confidence and resiliency from 87% (2020) to 95% or above	By the end of 2022, increase the percentage of positive endorsement in the Parent Opinion Survey: School improvement from 67% (2021) to 75% or above Confidence and resiliency from 74% (2021) to 80% or above
		By 2024 increase the percentage of positive endorsement in the SSS: • Shielding and buffering from 70% (2020) to 80% or above • Staff trust in colleagues from 59%% (2020) to 85% or above • Parent and community involvement from 86% (2020) to 90% or above	By the end of 2022, increase the percentage of positive endorsement in the Staff Opinion Survey: - Shielding and buffering from 72% (2021) to 76%. - Staff trust in colleagues from 81% (2021) to 85%. - Parent and community involvement from 77% (2021) to 85%.

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	To teach and support each student at their point of need and in line with FISO, where learning and wellbeing are prioritised.	
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.	
Goal 2	To maximise learning growth and achievement for all students.	
12 Month Target 2.1	N/A - No NAPLAN Growth data will be available in 2022, given Year 5 cohort did not participate in their Year 3 NAPLAN assessment in 2020, however we plan on using other assessment data, such as Progressive Achievement Tests (PAT).	
12 Month Target 2.2	By the end of 2022, increase the percentage of students achieving in the top two bands in NAPLAN: - Year 3 Numeracy to increase from 80% (2021) to 85% or above. - Year 5 Reading to increase from 77% (2021) to 80% or above.	

12 Month Target 2.3	To increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgements: - Number and algebra from 55% (2021) to 60%. - Measurement and geometry from 49% (2021) to 55%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed consistent high–quality instructional and collaborative practices.	Yes
KIS 2 Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.	Yes
KIS 3 Evaluating impact on learning	To monitor and evaluate the impact of teaching on student learning outcomes.	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.	These Key Improvement Strategies (KIS) were selected to build upon the progress we made during 2021, following our School Review in Term 2. Our instructional framework was refined, implemented and monitored, and we believe that with the correct induction, professional learning and monitoring processes, we can work towards embedding this framework in all classroom and specialist spaces, reducing teacher variability and improving student outcomes in all curriculum areas. Through monitoring processes implemented through the School Improvement Team, we identified that differentiation was an area for improvement across all subject areas. While staff engaged in professional learning focused on differentiation strategies, we believe that the next step involves utilising data to ensure that efforts to differentiate are accurately and effectively targeting individual learning needs. Given our school is also confirmed to participate in the Department's Professional Learning Communities (PLC) Training, it makes sense to select KIS 2.b given the focus on data and collaborative analysis that this training provides.	
Goal 3	To maximise the wellbeing of all students.	
12 Month Target 3.1	By the end of 2022, increase the percentage of positive endorsement in the student AToSS—question specific level: 'I can recover in a short time when something bad happens to me' from 87% (2021) to 92% or above 'Students at this school treat each other with respect' from 75% (2021) to 82% or above.	

12 Month Target 3.2	By the end of 2022, increase the percentage of positive endorsement in the Parent Opinion Survey: School improvement from 67% (2021) to 75% or above Confidence and resiliency from 74% (2021) to 80% or above	
12 Month Target 3.3	By the end of 2022, increase the percentage of positive endorsement in the Staff Opinion Survey: - Shielding and buffering from 72% (2021) to 76%. - Staff trust in colleagues from 81% (2021) to 85%. - Parent and community involvement from 77% (2021) to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	To build and sustain a consistent whole school wellbeing framework.	Yes
KIS 2 Building practice excellence	To build staff capacity to support complex social, emotional and wellbeing needs	No
KIS 3 Networks with schools, services and agencies	To maximise partnerships within and beyond the school community.	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.	The selected KIS will support us to continue the work we started during 2021. Collectively, staff developed a wellbeing framework, in response to findings in our School Review, which highlighted that although there were many wellbeing practices evident at Canterbury Primary School, there lacked a clear and well-documented overview of what programs, policies and processes were in place to support students and families. Our wellbeing framework is intended to develop a shared language between students, staff and parents, while also being used a tool for ongoing reflection and improvement. We believe this KIS is also timely given the known and unknown impact of the Covid-19 pandemic, and will better support the changing needs and demographic of our school community. Additionally, staff are highly appreciative and invested in this area of their professional growth and have the opportunity to make the biggest impact through daily interaction with students and families.	

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	To teach and support each student at their point of need and in line with FISO, where learning and wellbeing are prioritised.
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	- Continue to deliver the Tutor Learning Initiative with a greater focus on improving the partnership between tutors and classroom teachers. - Developing teacher capacity to provide learning opportunities that extend high ability students. - Conduct a formal review of our school-wide Zoned Mathematics program, and make improvements based on findings. - Develop teacher capacity in the Makerspace to re-engage students and provide authentic learning opportunities.
Outcomes	- Stronger communication and collaboration between tutors and classroom teachers, with a greater focus on sharing and utilising student data. - Teacher workplans reflect increased opportunities for extension, as does the formalised High Abilities Program. - Positive shift in teacher attitude, capacity and confidence in teaching Zoned Mathematics. - Improved student engagement reported school-wide.
Success Indicators	- Tutor Timetable - High Ability Program Timetable - Teacher Workplans - Professional Learning Plan - Zoned Maths processes, including assessments, Guttman analysis and teacher overviews - Specialist Timetable

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Increased opportunities for collaboration between tutors and classroom teachers through professional learning plans and team planning.	☑ Literacy Support ☑ Teacher(s)	☐ 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
Explore the enrichment series provided by DET.	☑ Learning Specialist(s)	☐ 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
Formalise an approach to extending students achieving 18 months ahead of expected standard in Years 3 - 6, including a consistent and well-understood methodology.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ 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
Engage staff, students and challenge partners in a review of our Zoned Maths Program.	☑ Assistant Principal ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$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
Make adjustments to the Zoning Program based on findings and recommendations, and re-launch the program school-wide.	☑ Leadership Team ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$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
Ensure continuous monitoring through the Mathematics AIP Team and School Improvement Team to track the impact and effectiveness of the modified Zoned Mathematics Program.	☑ Numeracy Leader ☑ School Improvement Team	☐ PLP Priority	from: Term 2 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	
Resource fortnightly lessons in the Makerspace, with dedicated STEM specialists and teacher planning support.	☑ Learning Specialist(s) ☑ STEM Coordinator ☑ Teacher(s)	☐ 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	- Deliver professional learning opportunities to develop staff capacity to better support students' wellbeing and mental health needs. - Develop and implement a developmental scope and sequence for Health, taught by classroom teachers in Prep - 6.
Outcomes	- Teacher understanding, practice and knowledge positively influenced by professional learning, ensuring individual student needs are catered for. - Shared understanding between students, staff and parents regarding wellbeing programs, policies and processes at Canterbury PS. - Increased professional dialogue regarding student wellbeing, evident at team meetings, planning days, etc.
Success Indicators	- Opinion data, specifically Attitudes to School Survey Data and Parent Opinion Survey. - Health Scope and Sequence, including associated lesson plans and timetables. - Professional learning plans.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teaching staff and integration aides to participate in the Inclusive Classrooms Training, which will support teachers to better understand and cater for individual learning difficulties and disabilities.	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$2,477.00 ☑ 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
Engage external providers, such as psychologists and speech pathologists, to deliver professional learning for staff regarding mental health and other wellbeing concerns.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ 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
Provide specialist teaching staff with professional learning in regards to student engagement and behaviour management.	☑ Assistant Principal	☑ 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
Classroom teachers to collaboratively plan, teach and review Health lessons in-line with a school-wide scope and sequence.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ 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
Explore and provide resources (including incursions) to support the delivery of the Health Curriculum.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☐ 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
Formalise a Wellbeing and Inclusion Team to oversee student wellbeing initiatives school-wide, with representatives from each learning centre, the leadership team and the School Improvement Team.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ 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

Goal 2	To maximise learning growth and achievement for all students.
12 Month Target 2.1	N/A - No NAPLAN Growth data will be available in 2022, given Year 5 cohort did not participate in their Year 3 NAPLAN assessment in 2020, however we plan on using other assessment data, such as Progressive Achievement Tests (PAT).
12 Month Target 2.2	By the end of 2022, increase the percentage of students achieving in the top two bands in NAPLAN: - Year 3 Numeracy to increase from 80% (2021) to 85% or above. - Year 5 Reading to increase from 77% (2021) to 80% or above.
12 Month Target 2.3	To increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgements: - Number and algebra from 55% (2021) to 60%. - Measurement and geometry from 49% (2021) to 55%.
KIS 1 Building practice excellence	To embed consistent high–quality instructional and collaborative practices.
Actions	- Implement a school-wide approach to teaching grammar and punctuation. - Review current literacy practice, specifically reading, and evaluate effectiveness. - Develop and implement processes to support teacher planning, collaboration and development.
Outcomes	- Improved teacher clarity and confidence teaching grammar and punctuation. - English AIP Team working collaboratively to review how reading is taught school-wide. - Shared understanding of how to effectively collaborate within teaching teams. - Teachers utilising available resources to support student needs.
Success Indicators	- Explicit teaching of grammar and punctuation reflected in workplans. - SWOT analysis of current reading practices captured in School Improvement Team meeting. - Collaborative processes documented.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a scope and sequence for Grammar and Punctuation, with a student-free day scheduled in Term 1 2022 to implement with staff	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ 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
Collect data on current reading practice school-wide through learning walks, staff surveys and work plan moderation to identify areas for improvement.	☑ Learning Specialist(s) ☑ Literacy Leader ☑ School Improvement Team	☐ PLP Priority		from: Term 1 to: Term 3	$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
Develop and implement consistent protocols for teaching planning and collaboration.	☑ School Improvement Team	☐ 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
Provide staff with a collaborative planning space, that is well-resourced and supports teaching and learning.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$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 Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Actions	- Participate in the Professional Learning Communities (PLC) Training. - Develop teacher capacity to develop and use formative assessment. - Utilise formative data to inform teaching to better identify and target student learning needs.
Outcomes	- Staff have a greater depth of understanding and confidence when using and analysing data. - Progression points are evidence-based and aligned to achievement standards, rather than a comparison against the cohort.
Success Indicators	- Achievement data (Progression points, NAPLAN and PAT data). - Teacher workplans. - Professional Learning Plans.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete PLC Training.	☑ All Staff	☑ PLP Priority	from: Term 3 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
Utilise the Professional Learning Plan and engage external providers, such as Glen Pearsall, to explore formative assessment.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 2	$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
Develop data literacy of staff and deeper understanding of the curriculum, through fortnightly professional learning and moderation opportunities.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ 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
Goal 3	To maximise the wellbeing of all students.
12 Month Target 3.1	By the end of 2022, increase the percentage of positive endorsement in the student AToSS—question specific level: 'I can recover in a short time when something bad happens to me' from 87% (2021) to 92% or above 'Students at this school treat each other with respect' from 75% (2021) to 82% or above.
12 Month Target 3.2	By the end of 2022, increase the percentage of positive endorsement in the Parent Opinion Survey: School improvement from 67% (2021) to 75% or above Confidence and resiliency from 74% (2021) to 80% or above
12 Month Target 3.3	By the end of 2022, increase the percentage of positive endorsement in the Staff Opinion Survey: - Shielding and buffering from 72% (2021) to 76%. - Staff trust in colleagues from 81% (2021) to 85%. - Parent and community involvement from 77% (2021) to 85%.
KIS 1 Health and wellbeing	To build and sustain a consistent whole school wellbeing framework.
Actions	- To implement and monitor the effectiveness of the CPS Wellbeing Framework.
Outcomes	- Shared understanding between school and home regarding policies, processes and programs that are provided to support student wellbeing at Canterbury Primary School. - Wellbeing Framework utilised by CPS staff to better support students and families.
Success Indicators	- Parent and student feedback collected through surveys and focus groups - Wellbeing Framework (both original and revised documents) - Opinion Surveys

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Seek student and parent feedback regarding Wellbeing Framework through focus groups, workshops, surveys, etc	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$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
Launch Wellbeing Framework for students, staff and parents, which includes updating any relevant policies and information accessible on our school website.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 3	$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	$2,477.00	$2,477.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$2,477.00**	**$2,477.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Teaching staff and integration aides to participate in the Inclusive Classrooms Training, which will support teachers to better understand and cater for individual learning difficulties and disabilities.	$2,477.00
Totals	**$2,477.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Teaching staff and integration aides to participate in the Inclusive Classrooms Training, which will support teachers to better understand and cater for individual learning difficulties and disabilities.	from: Term 1 to: Term 2	$2,477.00	☑ CRT
Totals		**$2,477.00**	

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
Totals		$0.00	

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
Engage staff, students and challenge partners in a review of our Zoned Maths Program.	☑ Assistant Principal ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Make adjustments to the Zoning Program based on findings and recommendations, and re-launch the program school-wide.	☑ Leadership Team ☑ Numeracy Leader ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Numeracy leader	☑ On-site
Teaching staff and integration aides to participate in the Inclusive Classrooms Training, which will support teachers to better understand and cater for individual learning difficulties and disabilities.	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Student Support Services	☑ On-site
Provide specialist teaching staff with professional learning in regards to student engagement and behaviour management.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants OPTIONS - Croydon	☑ On-site

Classroom teachers to collaboratively plan, teach and review Health lessons in-line with a school-wide scope and sequence.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Develop a scope and sequence for Grammar and Punctuation, with a student-free day scheduled in Term 1 2022 to implement with staff	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ Literacy Leaders	☑ On-site
Complete PLC Training.	☑ All Staff	from: Term 3 to: Term 4	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site