

2022 Annual Implementation Plan

for improving student outcomes

Cavendish Primary School (0116)



Submitted for review by Lisa Ferrier (School Principal) on 01 March, 2022 at 04:51 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 01 March, 2022 at 05:13 PM
Endorsed by Michael Todd (School Council President) on 01 March, 2022 at 06:26 PM

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	
Considerations for 2022	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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 improve student learning growth in Literacy and Numeracy.
Target 2.1	NAPLAN: To increase the percentage of Year 5 students at or above benchmark growth in <ul style="list-style-type: none"> ● Reading – from 67 per cent (2021) to 80 per cent (2025) ● Writing – from 66 per cent (2021) to 80 per cent (2025) ● Numeracy – from 100 per cent (2021) to 80 pr cent (2025)
Target 2.2	<ul style="list-style-type: none"> ● NAPLAN: To increase the percentage of students in the top two bands, using a 3–year average (2018–21) as a baseline Year 3 (2023 – 2025): <ul style="list-style-type: none"> ● Reading – 64 per cent to 70 per cent ● Writing – 83.3 per cent to 85 per cent

	<ul style="list-style-type: none"> Numeracy – 67 per cent to 70 per cent <p>Year 5 (2023 – 2025):</p> <ul style="list-style-type: none"> Reading – 42 per cent to 50 per cent Writing – 24.3 per cent to 30 per cent Numeracy – 46.6 per cent to 50 per cent
Key Improvement Strategy 2.a Building practice excellence	Enhance teacher practice through Professional Learning Communities
Key Improvement Strategy 2.b Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on learning
Goal 3	To improve student engagement and responsibility for learning
Target 3.1	<p>By 2025, increase the percentage of students responding positively to the Attitudes to School Survey (AtoSS) in the following factors: (2021 baseline)</p> <ul style="list-style-type: none"> Student Voice and Agency from 82 per cent (2021) to 90 per cent (2025) Sense of Confidence from 86 per cent (2021) to 90 per cent (2025) Emotional Awareness and Regulation from 84 per cent (2021) to 90 per cent (2025).
Target 3.2	By 2025, increase the percentage of parents responding positively to the Parent Opinion Survey (POS) in Student Voice and Agency from 96 per cent (2019) to 96 per cent (2025)
Target 3.3	<p>By 2025, increase the percentage of teachers responding positively to School Staff Survey (SSS) in the following factors: (2020 baseline)</p> <p>Teaching and Learning module:</p> <p>Implementation:</p>

	<ul style="list-style-type: none"> ● Promote student ownership of learning goals from 67 per cent to 90 per cent (2025) <p>Practice improvement:</p> <ul style="list-style-type: none"> ● Seek feedback to improve practice from 67 per cent to 90 per cent (2025) ● Peer observation from 0 per cent to 90 per cent (2025) ● Believe peer feedback improves practice from 67 per cent to 90 per cent (2025)
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Create opportunities for students to have agency and influence in their learning</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2021.</p>
<p>To improve student learning growth in Literacy and Numeracy.</p>	No	<p>NAPLAN: To increase the percentage of Year 5 students at or above benchmark growth in</p> <ul style="list-style-type: none"> ● Reading – from 67 per cent (2021) to 80 per cent (2025) ● Writing – from 66 per cent (2021) to 80 per cent (2025) ● Numeracy – from 100 per cent (2021) to 80 pr cent (2025) 	

		<ul style="list-style-type: none"> ● NAPLAN: To increase the percentage of students in the top two bands, using a 3-year average (2018–21) as a baseline <p>Year 3 (2023 – 2025):</p> <ul style="list-style-type: none"> ● Reading – 64 per cent to 70 per cent ● Writing – 83.3 per cent to 85 per cent ● Numeracy – 67 per cent to 70 per cent <p>Year 5 (2023 – 2025):</p> <ul style="list-style-type: none"> ● Reading – 42 per cent to 50 per cent ● Writing – 24.3 per cent to 30 per cent ● Numeracy – 46.6 per cent to 50 per cent 	
To improve student engagement and responsibility for learning	No	<p>By 2025, increase the percentage of students responding positively to the Attitudes to School Survey (AtoSS) in the following factors: (2021 baseline)</p> <ul style="list-style-type: none"> ● Student Voice and Agency from 82 per cent (2021) to 90 per cent (2025) ● Sense of Confidence from 86 per cent (2021) to 90 per cent (2025) ● Emotional Awareness and Regulation from 84 per cent (2021) to 90 per cent (2025). 	
		<p>By 2025, increase the percentage of parents responding positively to the Parent Opinion Survey (POS) in Student Voice and Agency from 96 per cent (2019) to 96 per cent (2025)</p>	
		<p>By 2025, increase the percentage of teachers responding positively to School Staff Survey (SSS) in the following factors: (2020 baseline)</p> <p>Teaching and Learning module:</p>	

		<p>Implementation:</p> <ul style="list-style-type: none"> Promote student ownership of learning goals from 67 per cent to 90 per cent (2025) <p>Practice improvement:</p> <ul style="list-style-type: none"> Seek feedback to improve practice from 67 per cent to 90 per cent (2025) Peer observation from 0 per cent to 90 per cent (2025) Believe peer feedback improves practice from 67 per cent to 90 per cent (2025) 	
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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2021.	
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	To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2021.
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	To build staff capacity in differentiation in order to identify and meet students' point of need learning. To develop an agreed pedagogical approach for the teaching of Numeracy.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Students will set personal learning goals together with their teacher - so they will know what their steps are to achieve their goal, reflect on successes and set new goals. Teachers will use diagnostic assessments to identify students' learning needs. Teachers and tutors will plan for differentiation based on learning data linking to the Victorian Curriculum. Teachers and leaders will review the current agreed approach to the teaching of English and Mathematics to update and reflect the Victorian Curriculum and current approaches. Tutors will provide academic support to students in conjunction with the students IEP. Leaders and teachers together will develop the TLI program to support our students and achieve learning growth. Leaders will support teachers to build assessment and differentiations practices through professional learning.
Success Indicators	Early Indicators - Curriculum documentation and planning to show differentiation and agreed approaches. Minutes from staff meetings to show data analysis of students for the TLI program and IEPs. PLC minutes and shared data Beginning stages and setting protocols of Classroom observations using the Swivel

	<p>Late Indicators - Victorian Curriculum judgements showing growth in learning. Attitudes to School Survey - using 2021 data as a baseline. 'Effective Teaching Practice for Cognitive Development' 90% to increase to 95% for 2022 Developed protocols and classroom observations to show differentiation PLC minutes and shared data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Classroom observations to occur (using agreed protocols). The Swivel will be used to record lessons for these to occur.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
To establish consistent planning using the Victorian Curriculum to show differentiation and students' points of need.	<input checked="" type="checkbox"/> All Staff	<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
To establish consistent goal setting for students across the curriculum using agreed processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <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
To develop the TLI structure and program for 2022 in conjunction with the students' IEPs.	<input checked="" type="checkbox"/> All Staff	<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

To review and update the Agreed Teaching Models for CPS.	<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 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To implement approaches that develop students' social and emotional wellbeing. To develop positive mental health approaches in staff professional practice.			
Outcomes	Students will begin to be able to recognise and respond to their own mental health needs. Students will be provided with opportunities to develop their own voice in articulating choices, changes and to give feedback to teachers and in their own learning. Teachers will plan for and implement social and emotional learning within their curriculum needs. Teachers will be able to recognise, respond to and refer students' mental health needs. Teachers will provide explicit modelling of goal setting and student voice in feedback situations to increase students, skills in these areas. All staff will directly support students' mental health and/or provide referrals. Leaders will begin to plan whole school approaches that support our students in their social and mental well-being.			
Success Indicators	Early indicators - Curriculum planning will show plans for social and emotional learning, establishing beginning of the school year classroom routines, returning to learning, goal setting and feedback. New teachers will be informed of how to refer students to SSS teams, school resources and approaches.			

	<p>Late indicators - Attitudes to School Survey - consistent or higher percentages scores than in 2021 in 'Social Engagement', 'Learner Characteristic and Disposition, 'Emotional and Relational Engagement' . Future planning using the Mental Health Suite Funding - proposed project with smaller schools with Year 5 & 6 in term three with transition focus</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Induct new teaching staff and review current agreed teaching practice	<input checked="" type="checkbox"/> Principal <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 <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 professional learning plan using current resources and new resources from the Mental Health Suite.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Explicit instruction on the language of feedback and allow opportunities to practice for - teacher to student, student to teacher, student to student	<input checked="" type="checkbox"/> All Staff	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,423.00	\$1,000.00	\$6,423.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$2,000.00	\$13,299.63
Total	\$22,722.63	\$3,000.00	\$19,722.63

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Classroom observations to occur (using agreed protocols). The Swivel will be used to record lessons for these to occur.	\$1,000.00
Develop a professional learning plan using current resources and new resources from the Mental Health Suite.	\$1,500.00
Totals	\$2,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Classroom observations to occur (using agreed protocols). The	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Swivel will be used to record lessons for these to occur.	to: Term 4		
Totals		\$1,000.00	

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
Develop a professional learning plan using current resources and new resources from the Mental Health Suite.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Totals		\$2,000.00	

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
Classroom observations to occur (using agreed protocols). The Swivel will be used to record lessons for these to occur.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
To establish consistent planning using the Victorian Curriculum to show differentiation and students' points of need.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
To establish consistent goal setting for students across the curriculum using agreed processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
To develop the TLI structure and program for 2022 in conjunction with the students' IEPs.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
To review and update the Agreed Teaching Models for CPS.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Induct new teaching staff and review current agreed teaching practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan using current resources and new resources from the Mental Health Suite.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Explicit instruction on the language of feedback and allow opportunities to practice for - teacher to student, student to teacher, student to student	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site