**Annual Implementation Plan - 2022**

**Define Actions, Outcomes and Activities**

Aldercourt Primary School (5043)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

**Define Actions, Outcomes and Activities**

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| **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 | - Maintain PLC/PLT structures to support teacher collaboration and reflection to improve Reading, Writing and Numeracy- Embed a targeted support program for students (including the Tutor Learning Initiative)- Maintain a whole school approach to scoial-emotional learning or belonging and engagement- Maintain a positive mental health approaches through strengths-based practice, including disability and inclusion |
| KIS 1Priority 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** | - Maintain PLC/PLT structures to support techer collaboration and reflection to improve Reading, Writing and Numeracy- Embed a targeted support program for students (including the Tutor Learning Initiative)   |
| **Outcomes** | Students in need of targeted academic support will be identified and supported- Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs- Students in need of targeted academic support or intervention will be identified and supported- Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs |
| **Success Indicators** | Learning Walk data shows improvement overtime against the 2022 FNEP Learning Walks Checklists- Establish FNEP coaching and feedback model, including 2022 FNEP Learning Walk Checklist development- Establish FNEP middle years PLCs (Years 5 to 8), and joint Primary PLCs- Student learning growth data (F&P) in the targeted support program shows 9 months growth in Semester 1, 2022- Attendance data for targeted support program- AtoSS Stimulated Learning > 60% Positive EndorsementTo increase the number of students with medium and high Relative Gain in NAPLAN for:Reading from 62% to 70%Numeracy from 58% to 70%AtoSS Stimulated Learning > 60% Positive EndorsementStaff Staff Survey - maintain above state figures of 76% (APS 95%) |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Identify students who did not achieve at least 6 month growth during Semester 2 remote learning.Implement tutor literacy and numeracy program across 2022.Track and monitor growth of TLI students to achieve at least 9 months growth in 6 months in reading. | 🗹 Assistant Principal🗹 Literacy Support🗹 Numeracy Leader🗹 Numeracy Support🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $30,000.00🗹 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 |
| Maths learning specialist to continue engaging in professional learning in mathematics leadership and instructional coaching. | 🗹 Numeracy Leader | 🗹 PLP Priority | from:Term 1to:Term 4 | $63,000.00🞎 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 |
| KIS 2Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Actions** | - Maintain a whole school approach to social-emotional learning or belonging and engagement- Maintain a positive mental health approaches through strengths-based practice, including disability and inclusion |
| **Outcomes** | Identify students who require additional support within the school setting and apply for funding under disability inclusion.Decrease in behaviours of tier 3 studentsConsistent implementation of trauma informed practices across the school |
| **Success Indicators** | Decrease in number of negative incidents recorded on COMPASS for tier 3 studentsReduction in chronic absencesMeet or exceed school SSS Factor - Collective Efficacy - State 75% (APS 75%)Data from learning walks show consistent implementation of trauma informed practices |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Identify students who require additional support within the school setting and apply for funding under disability inclusion.Decrease in behaviours of tier 3 students | 🗹 Disability Inclusion Coordinator🗹 Wellbeing Team  | 🗹 PLP Priority | from:Term 1to:Term 4 | $125,000.00🗹 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 |
| Consistent implementation of trauma informed practices across the school | 🗹 Assistant Principal🗹 PLT Leaders🗹 Principal | 🗹 PLP Priority | from:Term 1to: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 |