

2022 Annual Implementation Plan

for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Stanley Wang (School Principal) on 28 February, 2022 at 04:14 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 02 March, 2022 at 03:09 PM
Endorsed by Virginia Dods (School Council President) on 04 March, 2022 at 01:44 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	Evolving
	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	Evolving
	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	<p>Abbotsford Primary School underwent School Review in mid-2021 where many of our strengths were validated, and two particular areas of improvement identified. Translating the review findings from FISO 1.0 to 2.0, the areas of strengths include Assessment, Leadership, Support and Resources, and the areas of improvement are Teaching and Learning and Engagement.</p> <p>Since the end of the School Review, the School has begun planning for many initiatives to be introduced in 2022, focusing on the DET Priority Goals on Learning (Numeracy) and Wellbeing, as well as Teaching and Learning in a bilingual setting.</p>
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Considerations for 2022	<p>In consideration of the school context and the recovery required from the disruptions over 2020-2021, Abbotsford Primary School has decided to develop its AIP based only on the DET Priority Goals and Goal 1 of our new 2020-2024 Strategic Plan.</p> <p>Specifically, the Learning Specialist will lead the Learning (Numeracy) Goal, the Student Wellbeing Coordinator will lead the Wellbeing Goal and the Principal will lead the Bilingual Teaching and Learning Goal. This has been made possible through the re-organisation of roles and portfolios among Exec members, and gaining enough enrolments to afford a split between the Business Manager and Primary Welfare Officer roles across two people. By having a stronger and more specialised administration and wellbeing support structure, the Principal is now able to capitalise on his expertise in bilingual education to lead the Bilingual Teaching and Learning improvement agenda featured in the 2020-2024 Strategic Plan.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
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 outcomes for every student in bi-literacy and numeracy
Target 2.1	<p>By 2024, the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 8 per cent (2019) to 28 per cent • Writing from 77 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Numeracy from 15 per cent (2019) to 23 per cent

Target 2.2	<p>By 2024, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 50 per cent (2019) to 66 per cent • Writing from 45 per cent (2019) to 64 per cent • Numeracy from 50 per cent (2019) to 54 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 57 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Writing from 57 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Numeracy from 36 per cent (2019) to 42 per cent
Target 2.3	<p>By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 33 per cent in 2020 to 40 per cent • Speaking and Listening from 22 per cent in 2020 to 30 per cent • Writing from 21 per cent in 2020 to 30 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 35 per cent in 2020 to 40 per cent • Measurement and Geometry 13 per cent in 2020 to 25 per cent • Statistics and Probability 10 per cent in 2020 to 25 per cent

Target 2.4	<p>By 2024, at least 80% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> • Youth Chinese Test – Level 3 (for non-native speakers) • Children’s Chinese Competency Certification – Seedling Level (for native speakers)
Target 2.5	<p>By 2024, 60% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> • Level 2B on the Chinese as an Additional Language (CAL) Curriculum • Character reading and writing targets set for each year band
Target 2.6	<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent • Monitor effectiveness using data from 71 per cent (2020) to 75 per cent • Understand how to analyse data from 29 per cent (2020) to 75 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Ensure the curriculum balances the development of language and literacy in both English and Chinese
Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen and embed assessment practices that inform and address the learning needs of each student

Key Improvement Strategy 2.c Building practice excellence	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice
Goal 3	To improve (strengthen) student voice and learner agency
Target 3.1	<p>By 2024, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 35 per cent (2019) to 60 per cent • self-regulation and goal setting from 71 per cent (2019) to 80 per cent • differentiated learning challenge from 48 per cent (2019) to 70 per cent • sense of connectedness from 68 per cent (2019) to 80 per cent • motivation and interest from 71 per cent (2019) to 80 per cent • stimulated learning from 41 per cent (2019) to 60 per cent • sense of confidence from 60 per cent (2019) to 70 per cent • resilience from 64 per cent (2019) to 80 per cent
Target 3.2	<p>By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • general school improvement from 77 per cent (2020) to 90 per cent • general school satisfaction from 81 per cent (2020) to 90 per cent • student agency and voice from 72 per cent (2020) to 90 per cent • stimulating learning environment from 70 per cent (2020) to 90 per cent • student motivation & support from 78 per cent (2020) to 90 per cent • confidence and resilience skills from 82 per cent (2020) to 90 per cent

Target 3.3	<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 71 per cent (2020) to 90 per cent
Target 3.4	Maintain the Year F–6 average absences per student to be 14 days or less
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop a consistent school and community understanding and approach to student agency and voice in learning
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Embed strategies for effective feedback within 3-way partnerships between students, staff and parents
Key Improvement Strategy 3.c Health and wellbeing	Embed the school's processes for supporting resilience and wellbeing

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>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 52 per cent and 40 per cent respectively.</p> <p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics will be:</p> <ul style="list-style-type: none"> -38 per cent for Number and Algebra -20 per cent for Measurement and Geometry -18 per cent for Statistics and Probability <p>SSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for instructional leadership -80 per cent for collective efficacy -85 per cent for trust in colleagues <p>AtoSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for sense of connectedness -60 per cent emotional awareness and

			regulation -10 per cent resilience
To improve student learning outcomes for every student in bi-literacy and numeracy	Yes	<p>By 2024, the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 8 per cent (2019) to 28 per cent • Writing from 77 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Numeracy from 15 per cent (2019) to 23 per cent 	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Reading to be 18 per cent.</p> <p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Writing to be 16 per cent.</p>
		<p>By 2024, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 50 per cent (2019) to 66 per cent • Writing from 45 per cent (2019) to 64 per cent • Numeracy from 50 per cent (2019) to 54 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 57 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Writing from 57 per cent (2019) to XX per cent (To be decided based on 2021 NAPLAN) • Numeracy from 36 per cent (2019) to 42 per cent 	<p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Reading will be 55 per cent and 45 per cent respectively.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Writing will be 55 per cent and 23 per cent respectively.</p>

		<p>By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 33 per cent in 2020 to 40 per cent • Speaking and Listening from 22 per cent in 2020 to 30 per cent • Writing from 21 per cent in 2020 to 30 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 35 per cent in 2020 to 40 per cent • Measurement and Geometry 13 per cent in 2020 to 25 per cent • Statistics and Probability 10 per cent in 2020 to 25 per cent 	<p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for English will be:</p> <ul style="list-style-type: none"> -35 per cent for Reading -26 per cent for Speaking and Listening -25 per cent for Writing
		<p>By 2024, at least 80% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> • Youth Chinese Test – Level 3 (for non-native speakers) • Children’s Chinese Competency Certification – Seedling Level (for native speakers) 	<p>At least 60% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> - Youth Chinese Test – Level 3 (for non-native speakers) - Children’s Chinese Competency Certification – Seedling Level (for native speakers)

		<p>By 2024, 60% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> • Level 2B on the Chinese as an Additional Language (CAL) Curriculum • Character reading and writing targets set for each year band 	<p>40% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> -Level 2B on the Chinese as an Additional Language (CAL) Curriculum -Character reading and writing targets set for each year band
		<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent • Monitor effectiveness using data from 71 per cent (2020) to 75 per cent • Understand how to analyse data from 29 per cent (2020) to 75 per cent 	<p>SSS factors (positive responses):</p> <ul style="list-style-type: none"> -60 per cent for Guaranteed and viable curriculum -73 per cent for Monitor effectiveness using data -50 per cent for Understand how to analyse data
To improve (strengthen) student voice and learner agency	No	<p>By 2024, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 35 per cent (2019) to 60 per cent 	

		<ul style="list-style-type: none"> • self-regulation and goal setting from 71 per cent (2019) to 80 per cent • differentiated learning challenge from 48 per cent (2019) to 70 per cent • sense of connectedness from 68 per cent (2019) to 80 per cent • motivation and interest from 71 per cent (2019) to 80 per cent • stimulated learning from 41 per cent (2019) to 60 per cent • sense of confidence from 60 per cent (2019) to 70 per cent • resilience from 64 per cent (2019) to 80 per cent 	
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		<ul style="list-style-type: none"> confidence and resilience skills from 82 per cent (2020) to 90 per cent 	
		<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> Use student feedback to improve practice from 71 per cent (2020) to 90 per cent 	
		Maintain the Year F–6 average absences per student to be 14 days or less	

Goal 1	<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>
12 Month Target 1.1	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 52 per cent and 40 per cent respectively.</p> <p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics</p>

	<p>will be:</p> <ul style="list-style-type: none"> -38 per cent for Number and Algebra -20 per cent for Measurement and Geometry -18 per cent for Statistics and Probability <p>SSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for instructional leadership -80 per cent for collective efficacy -85 per cent for trust in colleagues <p>AtoSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for sense of connectedness -60 per cent emotional awareness and regulation -10 per cent resilience 	
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 improve student learning outcomes for every student in bi-literacy and numeracy	

12 Month Target 2.1	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Reading to be 18 per cent.</p> <p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Writing to be 16 per cent.</p>	
12 Month Target 2.2	<p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Reading will be 55 per cent and 45 per cent respectively.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Writing will be 55 per cent and 23 per cent respectively.</p>	
12 Month Target 2.3	<p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for English will be:</p> <ul style="list-style-type: none">-35 per cent for Reading-26 per cent for Speaking and Listening-25 per cent for Writing	
12 Month Target 2.4	<p>At least 60% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none">- Youth Chinese Test – Level 3 (for non-native speakers)- Children’s Chinese Competency Certification – Seedling Level (for native speakers)	
12 Month Target 2.5	<p>40% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none">-Level 2B on the Chinese as an Additional Language (CAL) Curriculum-Character reading and writing targets set for each year band	
12 Month Target 2.6	<p>SSS factors (positive responses):</p> <ul style="list-style-type: none">-60 per cent for Guaranteed and viable curriculum-73 per cent for Monitor effectiveness using data-50 per cent for Understand how to analyse data	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Ensure the curriculum balances the development of language and literacy in both English and Chinese	Yes
KIS 2	Strengthen and embed assessment practices that inform and address the learning needs of each student	Yes

Curriculum planning and assessment		
KIS 3 Building practice excellence	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice	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.	<p>At the end of 2021, staff at Abbotsford Primary School identified that there is a need for:</p> <ol style="list-style-type: none"> 1. a systemic language curriculum in Chinese that can also integrate with language demands of Maths and Integrated Studies 2. a shared language around literacy that can facilitate a shared 'biliteracy' model from 2023 3. a suite of rigorous assessment tools for Chinese language that will match the integrity of English assessment 4. strategic selection and placement of assessment tools to maximise information for teachers without over-burdening them 5. a need for a gradual transformation into a two-way immersion model for best bilingual outcomes 6. consistency in bilingual pedagogy requires teachers to have a solid understanding of global best practice in CLIL 7. a shared PD focus on reading comprehension for English teachers began in 2021 but delayed due to COVID 8. a professional development framework to support the growing talent pipeline of graduate, mid-career and expert teachers <p>Together, these needs have led to the decision that the school has selected this KIS as a focus for 2022.</p>	

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	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Numeracy to be 20 per cent.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be 52 per cent and 40 per cent respectively.</p> <p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for Mathematics will be:</p> <ul style="list-style-type: none"> -38 per cent for Number and Algebra -20 per cent for Measurement and Geometry -18 per cent for Statistics and Probability <p>SSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for instructional leadership -80 per cent for collective efficacy -85 per cent for trust in colleagues <p>AtoSS factors (positive responses):</p> <ul style="list-style-type: none"> -75 per cent for sense of connectedness -60 per cent emotional awareness and regulation -10 per cent resilience
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	Build staff capacity in pedagogy and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs

Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Teachers will identify student learning needs based on diagnostic assessment data</p> <p>Teachers and tutors will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Tutors will provide targeted academic support to students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p>			
Success Indicators	<p>Early indicators:</p> <p>Revised handover protocols established and implemented by end of Term 2</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Notes from TLI meetings will show plans to support individual students' learning needs</p> <p>Late indicators:</p> <p>Victorian Curriculum judgements will show growth in learning</p> <p>NAPLAN: data will show growth in student learning from medium to high in numeracy</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<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
Re-introduce peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
PMSS (Primary Mathematics and Science Specialist) initiative undertaken to support building teachers capacity in pedagogy	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice				
Outcomes	Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing team will directly support students' mental health and/or provide referrals Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success				
Success Indicators	Early Indicators: Curriculum documentation will show plans for social and emotional learning Late Indicators: SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Establish a student Wellbeing Centre and acquire necessary equipment		<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2	\$1,000.00

			to: Term 4	<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
Re-structure the role of the Wellbeing Coordinator to focus solely on students with emerging and acute wellbeing needs	<input checked="" type="checkbox"/> 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
Build positive peer relationships through mixed year level groups in Specialist subjects	<input checked="" type="checkbox"/> Principal	<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 a peer mediation system to encourage peer support across year levels	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
Develop and document a scope and sequence for the two-year Wellbeing curriculum cycle	<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

Establish student-led lunchtime and after-school clubs that promote healthy relationships	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <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
Complete Berry Street Module 4 Training (all staff)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,500.00 <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
Increase the engagement of under-represented groups via initiatives such as the Fathering Project, Tuning into Teens	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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
Goal 2	To improve student learning outcomes for every student in bi-literacy and numeracy				
12 Month Target 2.1	<p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Reading to be 18 per cent.</p> <p>The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN Writing to be 16 per cent.</p>				
12 Month Target 2.2	<p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Reading will be 55 per cent and 45 per cent respectively.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Writing will be 55 per cent and 23 per cent respectively.</p>				
12 Month Target 2.3	<p>The percentage of students assessed as being above age expected level on Victorian Curriculum Levels F-10 for English will be:</p> <ul style="list-style-type: none"> -35 per cent for Reading -26 per cent for Speaking and Listening -25 per cent for Writing 				
12 Month Target 2.4	<p>At least 60% of Year F-6 students will be able to satisfactorily complete:</p> <ul style="list-style-type: none"> - Youth Chinese Test – Level 3 (for non-native speakers) - Children's Chinese Competency Certification – Seedling Level (for native speakers) 				
12 Month Target 2.5	<p>40% of Year F-6 students will be able to reach:</p> <ul style="list-style-type: none"> -Level 2B on the Chinese as an Additional Language (CAL) Curriculum -Character reading and writing targets set for each year band 				
12 Month Target 2.6	<p>SSS factors (positive responses):</p> <ul style="list-style-type: none"> -60 per cent for Guaranteed and viable curriculum 				

	-73 per cent for Monitor effectiveness using data -50 per cent for Understand how to analyse data			
KIS 1 Curriculum planning and assessment	Ensure the curriculum balances the development of language and literacy in both English and Chinese			
Actions	Develop explicit connections between Chinese, English, Maths and Integrated Studies through the use and creation of meaningful texts Integrate of literacy skills into the Chinese curriculum			
Outcomes	Chinese teachers will see a clear alignment between curriculum and reporting expectation Both Chinese and English teachers will stay aware of the curriculum foci and development progress of each other's language			
Success Indicators	Acquisition of materials in preparation for the new biliteracy model in 2023 Chinese curriculum documentation to reflect systemic teaching of literacy skills as per Chinese as an Additional Language Literacy skills are matched appropriately to the age and language development of learners			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Refine the semester-based Chinese as an Additional Language statements of expectation	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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

Research best practice in biliteracy development from bilingual schools around the world, particularly for languages using different scripts	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Pilot Mandarin Matrix DLI Program with Foundation students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00 <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
Invest in a new library system to ensure better management of school library books and take-home readers	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Ensure equitable access to proficiency-appropriate and learner-oriented Chinese readers	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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 Curriculum planning and assessment	Strengthen and embed assessment practices that inform and address the learning needs of each student			
Actions	Develop and trial a new series of standardised assessment tools for Chinese Develop a new assessment schedule to meet both pedagogical and practical needs of teachers			
Outcomes	Students, parents and teachers feel informed of students' learning progress in both Chinese and English Teachers balance time spent on assessment and teaching in a way that will maximises learning			

Success Indicators	Reports include data that reflect an increase in the rigour of assessment for Chinese Data is embedded in professional dialogues during PLTs Data is easily accessible by all teachers and school leaders			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of the SPAplatform	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Development of standardised assessment tools for Chinese, including character estimation, Can-Do statement reflections	<input checked="" type="checkbox"/> KLA Leader	<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

Streamlining assessment for English, such as replacing CARS and STARS with PAT Reading	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Design and implementation of the new assessment schedule to meet the demands of the bilingual model	<input checked="" type="checkbox"/> Curriculum Co-ordinator (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
KIS 3 Building practice excellence	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice			
Actions	Strategic shift towards a two-way immersion model Increased expectation on students' use of Chinese in and outside of the classroom			

	Implement and develop best practice in teaching reading based on PD conducted in 2021 Develop a strategic professional development roadmap to cater for a wide range of PD needs				
Outcomes	Students will find more opportunities for peer learning and role modelling by staff, CRTs and volunteers Chinese teachers and CRTs will build the confidence in bilingual pedagogy English teachers embed consistent pedagogy and evidence-based practice in the teaching of reading Teachers set clear professional development goals that are aligned in the development of quality bilingual pedagogy				
Success Indicators	Students initiate and respond in Chinese with greater confidence in both classroom and out-of-classroom settings Website for new Chinese/English bilingual teachers that will benefit all Chinese/English bilingual schools in Australia Students make expected progress in reading based on curriculum expectations and individual goals set (as per results on PAT Reading) Professional development framework clearly articulated and communicated to relevant stakeholders				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Explicit communication and adoption of DET Placement Rule for future enrolments with a focus on student population that are applying to Abbotsford Primary School on curriculum grounds		<input checked="" type="checkbox"/> Principal	<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
Grasp opportunities for both English and Chinese teachers to interact and learn from staff in other bilingual schools in Australia and abroad		<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <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 shared PDP goal for all staff focusing on curriculum priorities	<input checked="" type="checkbox"/> Principal	<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
Re-structure English PLTs to focus on the analysis on reading comprehension data and ensure a full cycle of inquiry	<input checked="" type="checkbox"/> Literacy Leader	<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
Design and roll out of a new Abbotsford Primary School Professional Development Framework	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Inter-School Project (with Plympton International College and Mawson Primary School) on identifying key readings and knowledge for new bilingual teachers (using the AITSL standards)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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	\$14,900.00	\$14,900.00	\$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	\$14,900.00	\$14,900.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish a peer mediation system to encourage peer support across year levels	\$500.00
Complete Berry Street Module 4 Training (all staff)	\$3,500.00
Increase the engagement of under-represented groups via initiatives such as the Fathering Project, Tuning into Teens	\$1,500.00
Totals	\$5,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish a peer mediation system to encourage peer support across year levels	from: Term 1	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Complete Berry Street Module 4 Training (all staff)	from: Term 3 to: Term 3	\$3,500.00	✅ Professional development (excluding CRT costs and new FTE)
Increase the engagement of under-represented groups via initiatives such as the Fathering Project, Tuning into Teens	from: Term 1 to: Term 4	\$1,500.00	✅ Teaching and learning programs and resources
Totals		\$5,500.00	

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
Cost associated with accessing support services	\$2,000.00
CRT cover for Professional Development	\$7,400.00
Totals	\$9,400.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Cost associated with accessing support services	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Support services
CRT cover for Professional Development	from: Term 1 to: Term 4	\$7,400.00	<input checked="" type="checkbox"/> CRT
Totals		\$9,400.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Cost associated with accessing support services	from: Term 1 to: Term 4		
CRT cover for Professional Development	from: Term 1		

	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Cost associated with accessing support services	from: Term 1 to: Term 4	\$0.00	
CRT cover for Professional Development	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs	✓ Leadership Team	from: Term 2 to: Term 4	✓ Peer observation including feedback and reflection	✓ Communities of Practice	✓ Learning Specialist ✓ Literacy Leaders ✓ Practice Principles for Excellence in Teaching and Learning ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader	✓ On-site
PMSS (Primary Mathematics and Science Specialist) initiative undertaken to support building teachers capacity in pedagogy	✓ Numeracy Leader	from: Term 1 to: Term 4	✓ Planning ✓ Collaborative Inquiry/Action Research team	✓ Network Professional Learning ✓ PLC/PLT Meeting	✓ Primary Mathematics and Science specialists	✓ On-site
Build positive peer relationships through mixed year level groups in Specialist subjects	✓ Principal	from: Term 1 to: Term 4	✓ Formalised PLC/PLTs	✓ PLC/PLT Meeting	✓ Internal staff	✓ On-site
Complete Berry Street Module 4 Training (all staff)	✓ Teacher(s)	from: Term 3 to: Term 3	✓ Student voice, including input and feedback	✓ Whole School Pupil Free Day	✓ External consultants Berry Street	✓ On-site

Research best practice in biliteracy development from bilingual schools around the world, particularly for languages using different scripts	✓ Principal	from: Term 1 to: Term 4	✓ Preparation ✓ Curriculum development	✓ Communities of Practice	✓ Subject association	✓ On-site
Pilot Mandarin Matrix DLI Program with Foundation students	✓ Teacher(s)	from: Term 2 to: Term 4	✓ Planning ✓ Curriculum development	✓ PLC/PLT Meeting	✓ Literacy expertise	✓ On-site
Grasp opportunities for both English and Chinese teachers to interact and learn from staff in other bilingual schools in Australia and abroad	✓ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	✓ Formalised PLC/PLTs	✓ Network Professional Learning ✓ PLC/PLT Meeting	✓ Subject association ✓ Literacy Leaders	✓ On-site
Design and roll out of a new Abbotsford Primary School Professional Development Framework	✓ Learning Specialist(s)	from: Term 1 to: Term 4	✓ Peer observation including feedback and reflection ✓ Individualised Reflection	✓ PLC/PLT Meeting	✓ Learning Specialist	✓ On-site
Inter-School Project (with Plympton International College and Mawson Primary School) on identifying key readings and knowledge for new bilingual teachers (using the AITSL standards)	✓ Principal	from: Term 1 to: Term 4	✓ Collaborative Inquiry/Action Research team	✓ Network Professional Learning	✓ Leadership partners ✓ Subject association	✓ On-site