



AIP 2022

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>LEARNING: maximise the learning growth of all students</p> <p>Increase the percentage of students achieving in the two top NAPLAN bands in:</p> <p>READING Year 3: 85% Year 5: 75% Year 7: 60% Year 9: 50%</p> <p>WRITING Year 3: 80% Year 5: 50% Year 7: 50% Year 9: 40%</p> <p>NUMERACY Year 3: 75% Year 5: 60% Year 7: 60% Year 9: 50%</p> <p>Increase high growth:</p> <p>READING Year 3 to 5: 60% Year 5 to 7: 60% Year 7 to 9: 60%</p> <p>WRITING Year 3 to 5: 60% Year 5 to 7: 60% Year 7 to 9: 60%</p> <p>NUMERACY Year 3 to 5: 60%</p>

	<p>Year 5 to 7: 60% Year 7 to 9: 60%</p> <p>WELLBEING: Improve the resilience of all students, including their connectedness to school</p> <p>From the Student Attitudes to School Survey, increase the percent positive endorsement of students to 98% in the following measures: -Learner characteristics and disposition: Resilience -Teacher-student relations: Teacher concern -Social Engagement: Sense of connectedness -Social Engagement: Sense of inclusiveness</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Maximise the learning growth of each student, using data to drive personalised goal setting, and effective teaching of comprehension.</p>
<p>Outcomes</p>	<p>In order to support student growth, especially with a focus on comprehension,</p> <p>Students will: -Set personal goals, supported by teachers through conferences, feedback, & data -Track own progress against the Continua, uploading evidence (OneNote), showcasing growth & achievements (portfolios) -Use SchoolBox as a tool to access resources, support personalised & individual goals -Actively participate in lessons that focus on metacognition, reading strategies & comprehension</p> <p>Teachers will: -Monitor & evaluate student goals using the continua, in response to student data (Tier 1) -Promote & ensure student voice and agency is present when setting (Tier 2), and the use of OneNote to record goal setting and evidence -Further develop their understanding of comprehension, reading strategies & pedagogy; effective teaching strategies such as CITW, HITS, curiosity suite & Hume lesson structure, & participate in walkthroughs & professional discussions to improve teaching practice -Utilise school focused resources effectively -Using student work sample, anecdotal notes from conferences, assessment data (NAPLAN/DAL), evidence from OneNote, portfolios etc.</p> <p>Leaders will: -Model use of the continua for Tier 1: whole cohort (highlighting), class, focus group, & Tier 2: personal & individual use guiding PL & meetings around the purpose, use & outcomes of the continua, including exploring where the continua came from, how it is organised & why it used -Facilitate a whole school focus on Comprehension strategies, teaching, & metacognition across subject areas -Monitor & evaluate the effectiveness of the use of a range of data (as, of, for)</p>

	<ul style="list-style-type: none"> -Revisit & update assessment schedule, with a focus on how to purposefully collect student data for, as & of learning, & support effective moderation & discussions of assessment & future learning goals -Organise & facilitate walkthroughs, with focuses that change throughout the year (eg. classroom set-up & environment at the beginning of the year) 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Feedback from staff in meetings -Curriculum planning showing goal setting -Curriculum planning outline comprehension process and strategies -DAL assessments -School-based assessments and teacher observations (as aligned with assessment policy) <p>Late indicators:</p> <ul style="list-style-type: none"> -Victorian Curriculum based teacher judgements -NAPLAN benchmark growth 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on Comprehension including:</p> <ul style="list-style-type: none"> -comprehension strategies -creating learning intentions -use of SOLO taxonomy -use of bookclubs to engage students based on ability and interest -work from Fountas and Pinnell 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on assessment including:</p> <ul style="list-style-type: none"> -assessment for learning, as learning and of learning -what data collection can look like -using department resources (ACARA) to support teacher judgement and moderation -using the assessment schedule 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

-DAL				<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
Update of the assessment schedule to reflect 2022 needs (ie. NAPLAN testing at the beginning of the year)	<input checked="" type="checkbox"/> Leadership Team	<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
'Teaching and Learning at Alamanda' Professional Learning, with a focus on goal setting, and the use of continua, including: -unpacking where the continua is from -how to support students in choosing personal and individual goals (Tier 2) -conferencing with students -consistency with recording goals and evidence on OneNote -whole cohort, whole class, and focus group goals (Tier 1) -highlighting range of goals on documents to 'hand up' to following years, showing GVC	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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

<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on CITW and walkthroughs, including:</p> <ul style="list-style-type: none"> -focus on creating the environment for learning with routines and learning intentions -beginning of the year walkthroughs and observations with a focus on high standards, following school expectations -focus on quality of the task and cognitive demand -walk throughs and class observations supported in planning sessions, including discussions -use of checklists and data collection to guide new PL -student discussions to support walkthroughs 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Ensuring access to, and use of mentor texts, Fountas and Pinnell, WA First Steps, McREL resources including Academic Vocab and Curiosity suite, thinking routines and Department resources such as FISO, toolkits, FUSE, ACARA etc.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing mentorship of graduate teachers (and new staff)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Improve student resilience, wellbeing and connectedness to school, with a focus on fostering metacognition across all subject areas.			
Outcomes	<p>In order to support connectedness to school, foster metacognition, and support wellbeing,</p> <p>Students will:</p> <ul style="list-style-type: none"> -Participate in house events, promoting school connectedness -Have opportunities for leadership in house & school roles (SRC) -Regularly access PULSE & participate in RRRR sessions -Be supported to access mental health support, SSSO & organisations on a needs basis -Communicating personal metacognition strategies to their teachers to support personal learning & wellbeing <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement RRRR in classrooms, & around the school -Utilise essential agreements to support student engagement & classroom environment -Participate in walkthroughs exploring classroom environment -Monitor PULSE & take action where necessary -Focus on 'learning how to learn', using thinking routines & personal metacognition strategies -Continue to use restorative practices to support students -Lead, implement, & engage with the house program, connecting students across the school -Support students in leadership roles across the school & house program (sub-school & timetable representatives) <p>Leaders will:</p> <ul style="list-style-type: none"> -Participate & facilitate RRRR work, ensuring a culture of respect is fostered & maintained throughout the school -Organise PL using school resources, such as CITW creating the environment, & Matthew Boyle -Support staff to develop & implement effective differentiation & IEPs -Drive the Alamanda House program, promoting a sense of connectedness & culture across the school, with house leaders playing an active role in wellbeing (y7-9) -Develop purposeful community through whole school celebrations & collaborations (curriculum launch) -Foster student leadership across the school, including through assemblies & the house program -Monitor PULSE student & staff responses, supporting where need be -Support staff wellbeing in response to Staff Survey & PULSE -Support at-risk students on a needs basis, including working with mental health practitioner, SSSO & outside organisations 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Programs showing documentation of RRRR 			

	<p>-Curriculum documentation showing plans for social and emotional learning -Notes from walkthroughs and meetings discussing classroom environment</p> <p>Late indicators: -Attitudes to School Survey (Learner characteristics and disposition: Resilience; Teacher-student relations: Teacher concern; Social Engagement: Sense of connectedness; Sense of inclusiveness) -Staff Survey (School Climate Module: Collective efficacy, Collective responsibility, Academic emphasis) -Parent Opinion Survey (Stimulating learning environment: This school provides diverse programs for my child's interests and abilities; Student agency and voice: This school provides opportunities for my child to develop a sense of responsibility; Confidence and resiliency skills: The school provides my child with opportunities to build his/her confidence, This school encourages my child to persist when learning is difficult)</p>
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Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to train in, and implement RRRR	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Ensure classroom setup encourages students to feel comfortable, included and connected by: -use of restorative practices (PL required) -kindness/gratitude/appreciation boxes in classrooms -regular use and monitoring of PULSE responses -walkthroughs to foster a sense of visibility and leadership -classroom doors open (in connecting rooms) to support collaboration and connection	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<p>House system strengthened by:</p> <ul style="list-style-type: none"> -student leadership roles appointed, including house leaders, -supported by staff engagement and celebration -house events organised in an ongoing basis 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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

Goal 2	Maximise student voice and agency across the school
12 Month Target 2.1	<p>From the Student Attitudes to School Survey, increase the percent positive endorsement of students in the following measures:</p> <p>YEARS 4-6</p> <ul style="list-style-type: none"> -Learner characteristics and disposition: Motivation and interest - 95% -Social Engagement: Student voice and agency - 95% -Learner characteristics and disposition: Self-regulation and goal setting - 98% -Teacher-student relations: High expectations for success - 100% -Effective teaching practice for cognitive engagement: Differentiated learning challenge - 98% <p>YEARS 7-9</p> <ul style="list-style-type: none"> -Learner characteristics and disposition: Motivation and interest - 90% -Social Engagement: Student voice and agency - 90% -Learner characteristics and disposition: Self-regulation and goal setting - 95% -Teacher-student relations: High expectations for success - 95% -Effective teaching practice for cognitive engagement: Differentiated learning challenge - 95%
12 Month Target 2.2	<p>From School Staff Survey, increase the percent positive endorsement of Principals and Teachers to 98% in the following measures:</p> <ul style="list-style-type: none"> -Promote student ownership of learning goals -Believe student engagement is key to learning -Support growth and learning of whole student
12 Month Target 2.3	<p>From Parent Opinion Survey, increase the percent positive endorsement of parents to 90% in the following measures:</p> <ul style="list-style-type: none"> -High expectation for success: Teachers at this school expect my child to do his/her best -High expectation for success: This school celebrates student achievements in all areas -Stimulating learning environment: The academic standards at this school provide adequate challenge for my child -Stimulating learning environment: The teachers are very good at making learning engaging -Student agency and voice: This school provides opportunities for my child to make decisions and solve problems
KIS 1 Intellectual engagement and self-awareness	Build a culture of high expectations for every student to promote intellectual engagement and self-awareness.
Actions	To nurture student curiosity through the classroom environment, Programme of Inquiry and goal setting.
Outcomes	<p>In order to build a culture of curiosity and student-driven learning,</p> <p>Students will:</p> <ul style="list-style-type: none"> -Practice metacognitive strategies to support their learning and reflection, including mind-mapping and visible thinking routines

	<ul style="list-style-type: none"> -Showcase and be recognised for effort, high quality work and goals achieved, at conferences, class and sub-school levels -Take action in response to their learning -Contribute to a highly effective, engaging classroom environment <p>Teachers will:</p> <ul style="list-style-type: none"> -Utilise student voice to set up classroom environments, through essential agreements, work stations, student ownerships over displays etc. through 'learning to learn', the Learning File and establishing routines -Maintain high expectations for students, both in learning and behaviour -Support students to engage in class discussions and learning experiences to embed student curiosities in UOI -Build a culture of curiosity in the classroom, supporting student driven action <p>Leaders will:</p> <ul style="list-style-type: none"> -Monitor and evaluate classroom environments with walk-throughs and observations, with focuses linking to learning (collaborative, cooperative spaces) and wellbeing (environment) goals throughout the year -Model high expectations for staff and students in all aspects of the school -Support staff through PL and professional discussions on personalising learning -Support staff through PL and professional discussions using the Curiosity suite as a resource in planning -Mentor and coach the goal setting process, using data as, of and for learning -Developing GROW goals with teachers to support PDP -Begin to prepare staff and students for PYP review -Support teachers to ensure POI is challenging, engaging, relevant and significant, using student curiosities and learning needs to drive the creation and implementation UOIs 			
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> -Curriculum documentation showing plans for 'learning to learn' -Notes from walkthroughs and meetings discussing classroom environment -Meeting notes exploring routines and expectations for students across cohorts -Documentation including students in planning <p>Late indicators:</p> <ul style="list-style-type: none"> -Attitudes to School Survey (Learner characteristics and disposition: Motivation and interest; Social Engagement: Student voice and agency; Learner characteristics and disposition: Self-regulation and goal setting; Teacher-student relations: High expectations for success; Effective teaching practice for cognitive engagement: Differentiated learning challenge) -Staff Survey (Teaching and Learning module: Promote student ownership of learning goals, Believe student engagement is key to learning, Support growth and learning of whole student) -Parent Opinion Survey (High expectation for success: Teachers at this school expect my child to do his/her best, This school celebrates student achievements in all areas ; Stimulating learning environment: The academic standards at this school provide adequate challenge for my child, The teachers are very good at making learning engaging; Student agency and voice: This school provides opportunities for my child to make decisions and solve problems) 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on metacognition, including:</p> <ul style="list-style-type: none"> -use of visible thinking routines -meaningful and effective reflection on learning -personalising learning with goals -mind-mapping -growth mindset (in classroom setup) 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on curiosity, including:</p> <ul style="list-style-type: none"> -student voice and agency in classroom, demonstrated in UOI, POI and personalised goal setting -unpacking the Curiosity suite -unpacking rubrics, with student input on assessment -exploring and implementing the Beane model of negotiated curriculum 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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 Empowering students and building school pride	Build a productive environment where student voice, agency and leadership empowers students and builds school pride.			
Actions	To actively engage students in curriculum building, whole school processes, and ongoing reflection of school achievements, promoting ownership and connectedness to the College.			
Outcomes	In order to empower students and build school pride, Students will: -Co-construct UOI, with support from the processes of the Beane Model			

	<ul style="list-style-type: none"> -Participate in teacher planning sessions focusing on creating assessments & rubrics -Take on leadership responsibilities in house, school & sub-school roles, promoting school pride amongst peers, leading assembly, organising house events & school celebrations -Participate in the planning & hiring of new staff (interviews) -Participate in School Council meetings & events <p>Teachers will:</p> <ul style="list-style-type: none"> -Include students in planning of units, including creating assessments & rubrics -Include students in reflecting & evaluating the Units of Inquiry & the POI -Support students in leadership roles across the school, & within the wider community (networking) -Engage in House programs and events -Acknowledge student action <p>Leaders will:</p> <ul style="list-style-type: none"> -Support staff in the inclusion of students in planning, reflecting and evaluating UOI (negotiated curriculum using student questions and the Beane Model) -Support staff in the inclusion of students in building assessments & rubrics -Support student leadership across the school in house, timetable & sub-school roles -Engage students to participate in interviews for new staff & on school council -Engage the community through school events, communication and celebrations 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Curriculum documentation showing student input into UOI and reflections -Meeting notes exploring student curiosities, -Documentation including students in planning, use of the Beane model, differentiation between classes based on student curiosities -Communication with community to celebrate and engage -House events occurring on a regular basis <p>Late indicators:</p> <ul style="list-style-type: none"> -Attitudes to School Survey (Learner characteristics and disposition: Motivation and interest; Social Engagement: Student voice and agency; Learner characteristics and disposition: Self-regulation and goal setting; Teacher-student relations: High expectations for success; Effective teaching practice for cognitive engagement: Differentiated learning challenge) -Staff Survey (Teaching and Learning module: Promote student ownership of learning goals, Believe student engagement is key to learning, Support growth and learning of whole student) -Parent Opinion Survey (High expectation for success: Teachers at this school expect my child to do his/her best, This school celebrates student achievements in all areas ; Stimulating learning environment: The academic standards at this school provide adequate challenge for my child, The teachers are very good at making learning engaging; Student agency and voice: This school provides opportunities for my child to make decisions and solve problems) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>'Teaching and Learning at Alamanda' Professional Learning, with a focus on curiosity, including:</p> <ul style="list-style-type: none"> -student voice and agency in classroom, demonstrated in UOI, POI and personalised goal setting -unpacking the Curiosity suite -unpacking rubrics, with student input on assessment -exploring and implementing the Beane model of negotiated curriculum 	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
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