

2021 Annual Implementation Plan

for improving student outcomes

Glenroy West Primary School (4809)

Glenroy West Primary School



Inspire, Grow, Achieve

Submitted for review by Anne Kyriacou (School Principal) on 10 December, 2020 at 02:38 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 March, 2021 at 08:10 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	This evaluation was completed during the School Review Process with Reviewer, SEIL, Challenge Partners and Panel
Considerations for 2021	Semester 1 to focus on DET priority - Learning, Catch Up and Extension Priority. To complete revised AIP when SSP is fully finalised.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the learning growth of every student in literacy and numeracy across the school.
Target 2.1	<p>For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy.</p> <p>- In NAPLAN literacy and numeracy in Years 3 and 5:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10 percentage points • Decrease the percentage of students at or below the National Minimum Standard (NMS). <ul style="list-style-type: none"> • For NAPLAN Learning Growth • Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 <ul style="list-style-type: none"> • Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy. •

	Staff Survey results will show a 10% increase from 2016 in all factors in the Teaching and Learning module
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the capacity of all staff by building instructional practice
Key Improvement Strategy 2.b Building practice excellence	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning through Professional Learning Communities.
Goal 3	To ensure student engagement and ownership in their learning.
Target 3.1	Staff Survey results will show a 10% increase from 2016 in: Teaching and learning module Leadership module factors Professional development of school staff Improve the following variables in the Student Attitudes to School Survey data to at or above the 80th percentile Reduce student absence every year so that by 2020, student absence is at or below an average of 12 days per student.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers underpinned by the Primary Years Programme.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the English Level assessment will be 25% or greater.
To improve the learning growth of every student in literacy and numeracy across the school.	Yes	<p>For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy.</p> <p>-</p> <p>In NAPLAN literacy and numeracy in Years 3 and 5:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10 percentage points • Decrease the percentage of students at or below the National Minimum Standard (NMS). <ul style="list-style-type: none"> • For NAPLAN Learning Growth • Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 • Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy. • 	<p>Increase the percentage of students above expected level (teacher judgement) in:</p> <p>Reading and Viewing from 29 per cent (2019) to 32 per cent (2021). Using 2019 as baseline.</p> <p>Speaking and Listening from 8 per cent (2019) to 10 percent (2021)</p> <p>Writing from 13 percent (2019) to 15 per cent (2021)</p> <p>Number and Algebra from 17 per cent (2019) to 19 per cent (2021)</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p> <p>Year 3 Writing from 55 per cent (2019) to 56 per cent (2021)</p> <p>Year 5 Writing from 13 per cent (2019) to 15 per cent (2021).</p>

		Staff Survey results will show a 10% increase from 2016 in all factors in the Teaching and Learning module	<p>Increase the percentage of students above benchmark growth in NAPLAN:</p> <p>Numeracy from 17 per cent (2019) to 19 per cent (2021) Reading from 37 per cent (2017-19) to 38 per cent (2021) Writing from 22 per cent (2019) to 23 per cent (2021).</p> <p>To decrease the percentage of students below benchmark growth in NAPLAN:</p> <p>Reading from 26 per cent in 2019 to 24 per cent (2021) Writing from 30 per cent in 2019 to 18 per cent (2021).</p>
To ensure student engagement and ownership in their learning.	No	<p>Staff Survey results will show a 10% increase from 2016 in:</p> <p>Teaching and learning module Leadership module factors Professional development of school staff</p> <p>Improve the following variables in the Student Attitudes to School Survey data to at or above the 80th percentile</p> <p>Reduce student absence every year so that by 2020, student absence is at or below an average of 12 days per student.</p>	

Goal 1	2021 Priorities Goal
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12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the English Level assessment will be 25% or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	
Goal 2	To improve the learning growth of every student in literacy and numeracy across the school.	
12 Month Target 2.1	<p>Increase the percentage of students above expected level (teacher judgement) in:</p> <p>Reading and Viewing from 29 per cent (2019) to 32 per cent (2021). Using 2019 as baseline. Speaking and Listening from 8 per cent (2019) to 10 percent (2021) Writing from 13 percent (2019) to 15 per cent (2021) Number and Algebra from 17 per cent (2019) to 19 per cent (2021)</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p>	

	<p>Year 3 Writing from 55 per cent (2019) to 56 per cent (2021) Year 5 Writing from 13 per cent (2019) to 15 per cent (2021).</p> <p>Increase the percentage of students above benchmark growth in NAPLAN:</p> <p>Numeracy from 17 per cent (2019) to 19 percent (2021) Reading from 37 per cent (2017-19) to 38 percent (2021) Writing from 22 percent (2019) to 23 per cent (2021).</p> <p>To decrease the percentage of students below benchmark growth in NAPLAN:</p> <p>Reading from 26 per cent in 2019 to 24 per cent (2021) Writing from 30 per cent in 2019 to 18 per cent (2021).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build the capacity of all staff by building instructional practice	No
KIS 2 Building practice excellence	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning through Professional Learning Communities.	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the English Level assessment will be 25% or greater.
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>This year, Glenroy West PS has chosen the following high-level Actions in order to deepen consistency of practice:-</p> <p>Leaders will: -</p> <ul style="list-style-type: none"> • Embed a consistent whole-school approach to writing across the school • Consolidate Professional Learning Communities, structure to support teacher collaboration and reflection to strengthen teaching practice • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Adopt a holistic approach to curriculum and assessment linked to pedagogy (FISO) • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit Teaching & Differentiated teaching • Plan whole school professional learning on identified core-curriculum priority areas throughout the year with a focus on Writing. <p>Teachers will: -</p> <ul style="list-style-type: none"> • Revise the whole-school Instructional Model • Use Digital Assessment Library (DAL) in Mathematics and Reading • Establish small group tutoring, targeting children who have not made the expected progress • Build teaching staff and ES capacity to understand, implement and map progress against ILP goals • Establish continuous reporting based on a 6-week cycle of reporting to parents • Establish targeted Homework Club for children requiring catch up and extension <p>Teachers will: -</p> <ul style="list-style-type: none"> • Prioritise curriculum 'essentials': mathematics, reading, writing and science and ensure these are taught to support students' learning across wider curriculum subjects • Establish and embed consistent approaches to formative assessment and frequent , ongoing assessments • Work in Professional Learning Communities to collaboratively plan units of work with a focus on data and differentiation • Embed the use of data walls for reading and a writing continuum to inform targeted planning and teaching

	<p>Students will:-</p> <ul style="list-style-type: none"> • Attend Homework Club to support catch-up and extension in Years 3 to 6 • Attend targeted tutoring and extension sessions if required
<p>Outcomes</p>	<p>The expected changes for Glenroy West PS after the Actions have been successfully implemented will be:-</p> <p>Leaders and teachers will: -</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Ensure Professional Learning Communities (PLCs) meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Teachers will: -</p> <ul style="list-style-type: none"> • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Have a consistent understanding of core-curriculum priority areas and support ES with this knowledge • Regularly report to parents on a 6-week cycle regarding goal setting and student progress against the Victorian Curriculum • Develop an understanding of curriculum essentials to ensure mastery • Consistently implement the agreed assessment schedule • Regularly update data walls with the leadership team • Provide regular feedback to students • Monitor student progress using data walls • Expect all students to experience success and celebrate the acquisition of knowledge • Will ensure parents engage in student learning through conferences, feedback, student goal setting <p>Students will: -</p> <ul style="list-style-type: none"> • Work at their level using differentiated resources • Be provided with targeted academic support or intervention as identified for support • Attend established intervention/small group tutoring/before and after school programs • Have more time to work on content at their point of need • Know what their next steps are to progress their learning • Provide feedback to their teachers regarding all aspects of learning
<p>Success Indicators</p>	<p>At Glenroy West PS the data and evidence we will use or collect to measure the success of the outcomes are: -</p>

	<p>Leaders will: -</p> <ul style="list-style-type: none"> • Undertaking documented classroom observations and learning walks demonstrating the take up of professional learning strategies <p>Teachers will: -</p> <ul style="list-style-type: none"> • Understand the structure of the schools' pedagogical model • Use the pedagogic to plan and deliver lessons • Use formative assessment data and teacher judgement data • Make records and observations of student progress • Provide student feedback on differentiation, the instructional model, and use of common strategies • Complete all required documents for reporting to parents via Compass • Keep documentation and data from formative assessments • Utilise the assessment schedule and provide evidence of timely upload of data • Moderate writing regularly to ensure accurate assessment of individual students • Establish data walls indicating clearly student progress • Differentiate curriculum documents, including writing continuum, and evidence of student learning at different levels • Track engagement data from Attendance records, Seesaw and Compass platforms • Use data to identify students for tailored supports • Differentiate the resources used in tailored supports • Collect assessment data and student surveys from intervention and extension groups • Provide evidence of progress against Progressive Reporting on Individual Learning Plans for all students • Ensure that goals are addressed daily in the classroom and updated regular to ensure student progress <p>Parents will: -</p> <ul style="list-style-type: none"> • Acknowledge reading the Progressive Reporting on Individual Learning Plans • Provide feedback to teachers regarding student learning outcomes <p>Students will: -</p> <ul style="list-style-type: none"> • Articulate the Learning Intention and Success Criteria for each lesson • Access their own data to establish goals for their ongoing progress • Understand what their current goals are, and plan for the next stage of learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation - these will be undertaken by the Leadership Team, Leading teachers and Learning Specialist.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data. Staff involved in its development and implementation.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised. .	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff. This will be undertaken by all staff to reach consensus and a whole school commitment.	<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

Establish processes for regular moderation of assessment. This is an ongoing assessment of student work and will be guided by appropriate staff.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to plan, organise and effectively manage their learning independently by encouraging Student Voice and Agency across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish resourcing for the Tutor Learning Program to ensure tutors have enough materials to run their program. Leadership team will ensure the resources are provided and will organise timetabling and resourcing in term 1. Y	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support through the Tutor Learning Initiative Program. Children selected from data gathered last year and early 2021.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports by informing parents about the Tutor Learning Initiative and ongoing progress on this program. Leadership will ensure parents are informed and tutors to report on progress to teachers and parents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Schedule times for Tutor Learning Initiative to occur weekly in 45 minutes sessions 3 or 4 times a week. Leadership Team and Literacy and Numeracy Improvement teachers to ensure the program is undertaken in the times provided. This will occur across the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>This year, Glenroy West PS has chosen the following high-level Actions in order to deepen consistency of practice:-</p> <p>Leaders will: -</p> <ul style="list-style-type: none"> • Establish a whole school approach to social-emotional learning, belonging and engagement through the School Wide Positive Behaviours Support (SWPBS) program • Establish an agreed approach to monitoring and responding to student well-being concerns • Build staff capacity to collect, analyse, monitor and respond to student engagement data, including attendance data <p>Teachers will: -</p> <ul style="list-style-type: none"> • Implement the Whole School Wide Positive Behaviours Support Program • Monitor and respond to student welfare and well-being concerns • Regularly monitor engagement and attendance data to inform planning • Facilitate extra-curricular/interested-based activities <p>Students will: -</p> <ul style="list-style-type: none"> • Participate in pre- and post- surveys regarding school connectedness and engagement • Have an active voice through SWPBS and school-based Student Action Groups • Be provided with leadership opportunities within the classroom and across the school • Engage in extra-curricular/interested-based activities 			
<p>Outcomes</p>	<p>The expected changes for Glenroy West PS after the Actions have been successfully implemented will be:-</p>			

	<p>Leaders, Teachers and Community will: -</p> <ul style="list-style-type: none"> • Share a common understanding of the whole school approach to well-being underpinned by the School Wide Positive Behaviours Support (SWPBS) program • Support families of at-risk students and will receive regular communication <p>Leaders and teachers will: -</p> <ul style="list-style-type: none"> • Establish agreed monitoring processes and leaders will ensure these are visible for staff use • Identify 'At-risk students' to receive targeted support in a timely manner <p>Teachers will: -</p> <ul style="list-style-type: none"> • Model and are consistent in agreed routines <p>Students will: -</p> <ul style="list-style-type: none"> • Feel supported and engaged in classrooms and contribute to a strong classroom culture • Attend school daily • Feel connected to school and peers 			
Success Indicators	<p>At Glenroy West PS the data and evidence we will use or collect to measure the success of the outcomes are: -</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Make observations of changes to classroom practices <p>Teachers will: -</p> <ul style="list-style-type: none"> • Document curriculum reflecting social and emotional learning including Protective Behaviours • Use data to identify students in need of targeted support • Document strategies students will use in classes and at school • Collect engagement and assessment data from regular classes <p>Students will: -</p> <ul style="list-style-type: none"> • Be engaged in well-being programs (feedback, participation, classroom observations) • High levels of engagement and connectedness 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions from the implementation of School Wide Positive Behaviours Support (SWPBS) program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review current units of inquiry with a focus on include elements of School Wide Positive Behaviours Support (SWPBS) program to ensure student engagement and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop documentation for School Wide Positive Behaviours Support (SWPBS) program. Ensure we follow directives given to us in terms of collecting data, reviewing, revising and implementing the program across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Hold professional learning for teachers implementing wellbeing programs such as School Wide Positive Behaviours Support (SWPBS) program and Respectful Relationships Program to ensure whole school understanding and responsibility.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>This year, Glenroy West PS has chosen the following high-level Actions in order to deepen consistency of practice:-</p> <p>Leaders will: -</p> <ul style="list-style-type: none"> • Create opportunities for purposeful communication using digital technologies with families • Strengthen the school-wide approach to digital learning <p>Teachers will: -</p> <ul style="list-style-type: none"> • Use digital channels of communication to provide regular updates on student learning programs 			

	<ul style="list-style-type: none"> • Be engaged in Communities of Practice for Student Voice/Agency & Leadership
Outcomes	<p>The expected changes for Glenroy West PS after the Actions have been successfully implemented will be:-</p> <p>Leadership will: -</p> <ul style="list-style-type: none"> • Ensure the wider community will feel welcome in the school and regularly use school facilities • Ensure that students and families will feel as though they belong and are seen <p>Teachers will: -</p> <ul style="list-style-type: none"> • Build strong relationships with students and families • Regularly connect with the families of all students <p>Students will: -</p> <ul style="list-style-type: none"> • Feel connected to their school and have positive attitudes to attendance
Success Indicators	<p>At Glenroy West PS the data and evidence we will use or collect to measure the success of the outcomes are:</p> <p>Leaders will: -</p> <ul style="list-style-type: none"> • Undertake observations and learning walks demonstrate use of digital learning • Conduct whole school surveys (SSS, AToSS) • Conduct student/staff/parent/carer/kin focus groups and interviews • Conduct family surveys and interviews <p>Teachers will: -</p> <ul style="list-style-type: none"> • Collect class participation data and use multiple sources of data to improve practice • Conduct positive student survey data (internal surveys, AToSS) • Analyse student attendance data • Communicate frequently and timely with families • Provide timely feedback to students <p>Students will:-</p> <ul style="list-style-type: none"> • Participate in surveys to collect data around engagement and connectedness • Be actively involved and provide feedback to teachers

	Parents will: - <ul style="list-style-type: none"> • Access and respond to Individual Learning Plan Progress Report • Be more actively involved in their child's learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to student learning thorough using Seesaw as our digital platform. Seesaw enables two-way conversations with students and families and ongoing feedback related to student learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events to acknowledge significant celebrations.	<input checked="" type="checkbox"/> All 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
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, parents with skills sets, excursions and events.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented. Webex, Compass and Seesaw will be utilised as digital platforms to communicate with families.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in PLCs to review engagement data (including attendance) and identify students at risk of disengagement. Ensure plans are put in place to restore and keep	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

communication channels open with parents/carers/kin informed to			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide access to, and promote information in appropriate community languages and engage translation services where appropriate. Parent surveys can be sent out in other languages to ensure community engagement with school directions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve the learning growth of every student in literacy and numeracy across the school.			
12 Month Target 2.1	<p>Increase the percentage of students above expected level (teacher judgement) in:</p> <p>Reading and Viewing from 29 per cent (2019) to 32 per cent (2021). Using 2019 as baseline. Speaking and Listening from 8 per cent (2019) to 10 percent (2021) Writing from 13 percent (2019) to 15 per cent (2021) Number and Algebra from 17 per cent (2019) to 19 per cent (2021)</p> <p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p> <p>Year 3 Writing from 55 per cent (2019) to 56 per cent (2021) Year 5 Writing from 13 per cent (2019) to 15 per cent (2021).</p> <p>Increase the percentage of students above benchmark growth in NAPLAN:</p> <p>Numeracy from 17 per cent (2019) to 19 percent (2021) Reading from 37 per cent (2017-19) to 38 percent (2021) Writing from 22 percent (2019) to 23 per cent (2021).</p> <p>To decrease the percentage of students below benchmark growth in NAPLAN:</p> <p>Reading from 26 per cent in 2019 to 24 per cent (2021) Writing from 30 per cent in 2019 to 18 per cent (2021).</p>			
KIS 1	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning through Professional Learning Communities.			

Building practice excellence				
Actions	Will be completed when SSP 2021 - 2024 endorsed and exported			
Outcomes	Will be completed when SSP 2021 - 2024 endorsed and exported			
Success Indicators	Will be completed when SSP 2021 - 2024 endorsed and exported			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Will be completed when SSP 2021 - 2024 endorsed and exported	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$120,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$120,500.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$500.00	
Document plans for coaching/mentoring/observation - these will be undertaken by the Leadership Team, Leading teachers and Learning Specialist.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other External Coaches	\$50,000.00	\$50,000.00
Establish resourcing for the Tutor Learning Program to ensure tutors have enough materials to run their program. Leadership team will ensure the resources are provided and will organise timetabling and resourcing	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,000.00	\$50,000.00

in term 1. Y		<input checked="" type="checkbox"/> Other External Coaches		
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions from the implementation of School Wide Positive Behaviours Support (SWPBS) program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Hold professional learning for teachers implementing wellbeing programs such as School Wide Positive Behaviours Support (SWPBS) program and Respectful Relationships Program to ensure whole school understanding and responsibility.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Provide access to, and promote information in appropriate community languages and engage translation services where appropriate. Parent surveys can be sent out in other languages to ensure community engagement with school directions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Totals			\$120,500.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Literacy and Numeracy consultants <input checked="" type="checkbox"/> Departmental resources Online Portals <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Document plans for coaching/mentoring/observation - these will be undertaken by the Leadership Team, Leading teachers and Learning Specialist.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Literacy and Numeracy Consultant <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Establish processes/structures for collecting and monitoring school-wide data. Staff involved in its development and implementation.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the timetable to ensure curriculum essentials are	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

prioritised. .		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Develop an agreed assessment schedule in collaboration with staff. This will be undertaken by all staff to reach consensus and a whole school commitment.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish processes for regular moderation of assessment. This is an ongoing assessment of student work and will be guided by appropriate staff.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students to plan, organise and effectively manage their learning independently by encouraging Student Voice and Agency across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>Establish resourcing for the Tutor Learning Program to ensure tutors have enough materials to run their program. Leadership team will ensure the resources are provided and will organise timetabling and resourcing in term 1. Y</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Establish criteria for identifying students requiring individual and tailored support through the Tutor Learning Initiative Program. Children selected from data gathered last year and early 2021.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Engage with parents/carers to ensure appropriate supports by informing parents about the Tutor Learning Initiative and ongoing progress on this program. Leadership will ensure parents are informed and tutors to report on progress to teachers</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

and parents.						
Schedule times for Tutor Learning Initiative to occur weekly in 45 minutes sessions 3 or 4 times a week. Leadership Team and Literacy and Numeracy Improvement teachers to ensure the program is undertaken in the times provided. This will occur across the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions from the implementation of School Wide Positive Behaviours Support (SWPBS) program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Protective Behaviours Program <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Review current units of inquiry with a focus on include elements of School Wide Positive Behaviours Support (SWPBS) program to ensure student engagement and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Protective Behaviours program <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Develop documentation for School Wide Positive Behaviours Support (SWPBS) program. Ensure we follow directives given to us in terms of collecting data, reviewing, revising and implementing the program across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Protective Behaviours Program 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Hold professional learning for teachers implementing wellbeing programs such as School Wide Positive Behaviours Support (SWPBS) program and Respectful Relationships Program to ensure whole school understanding and responsibility.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Protective Behaviors Program 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented. Webex, Compass and Seesaw will be utilised as digital platforms to communicate with families.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site