

2020 Annual Implementation Plan

for improving student outcomes

Arthurs Creek Primary School (1666)



Submitted for review by Lisa Duffy (School Principal) on 20 January, 2020 at 12:46 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 January, 2020 at 02:00 PM
Endorsed by Rebecca Apted (School Council President) on 19 February, 2020 at 05:28 PM

Self-evaluation Summary - 2020

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>Use of Peer Observations, PDP goals aligned with the AIP and using HITS with the introduction of an Instructional Teaching Model supported by Professional Learning will aim to move our school along the continuum for all areas of Excellence in Teaching and Learning. Learning growth of students will be the key focus of PLT's & Inquiry Cycle approaches in 2020. Leadership of Numeracy and Literacy by key staff members will be focus in 2020. With the Numeracy focus in 2019, leading to a newly developed teaching approach and a scope and sequence that is aligned the leadership of Numeracy should now take the form of ways to assess student achievement so that teacher impact on student growth can be measured and documented. The school aims to have mandated student moderation tasks for key numeracy concepts. In Literacy, training of a teacher in the Bastow Leading Literacy program will ensure improvement in teacher practice in the planning and implementation of a quality literacy program can be shared with all staff. Leaders in the school in key curriculum areas will be expected to align their PDP goals with their roles and complete professional learning and lead staff in their designated area of responsibility. The re-introduction of a student learning intervention and support program via the use of student data and allocation of resources (human and financial) aims to assist the school to meet it's targets in relation to student achievement and student learning gain. The vision for the school has been readdressed in late 2019, via surveying of parents, school council, students and staff. These results will be collated and presented to all stakeholders in Term 1 & used</p>
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	<p>to direct funding, resources, programs and clearly communicate our vision. Student Voice and Agency will once again be a focus, with the school more deeply imbedding practices begun in 2019. School wide initiatives will be implemented. Reengaging community will be a key focus.</p>
<p>Considerations for 2020</p>	<p>PLT and Inquiry Cycle for staff focus on student achievement data. Principal to guide staff to work collaboratively on planning, moderation and goal setting for student achievement. Workshop model introduced and used with authenticity- support for staff to implement this. I More community engagement- wider community. Re-establishing of expectations within the community and more consultation/communication about what we are setting out to achieve. Further development of the leadership capabilities of individual staff members. Linking with other schools that have a similar AIP focus. Numeracy to remain a focus- with implementation of whole school structures. Student Voice and Agency - whole school focus with common approaches to class talking circles, inquiry units and seeking feedback.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students.
Target 1.1	<p>NAPLAN</p> <ul style="list-style-type: none"> - Improve Year 3 NAPLAN Reading outcomes from 25% in the top two bands in 2017 to 40% in the top two bands in 2021 - By 2021 the percentage of Year 5 NAPLAN Reading outcomes in the top two bands will increase by 10% from 50% - 60% - Increase the percentage of Year 3 students achieving in the top two bands of NAPLAN Numeracy data from 25% to 40% by 2021 - By 2021 the percentage of Year 5 NAPLAN Numeracy outcomes in the top two bands will increase by 15% from 30% to 45% - By 2021 25% of year 5 students will have a high relative growth in Numeracy (From 0% in 2017) - By 2021 30% of year 5 students will have a high relative growth in Reading <p>Teacher Judgements:</p> <ul style="list-style-type: none"> - For every student deemed capable to achieve at minimum one year's growth in English and Maths in every school year as measured using teacher judgement aligned with the Victorian curriculum F-10 <p>Opinion Surveys:</p> <p>Student Attitudes to School</p> <ul style="list-style-type: none"> - Increase effective teaching time positive responses from 75% to 90% - Increase differentiated learning challenge positive responses from 86% to 95% - Increase stimulated learning positive responses from 58% to 80% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Increase effective teaching positive responses from 68% to 80%
Key Improvement Strategy 1.a Building practice excellence	Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching to cater for individual learning through the development of data literacy.

Key Improvement Strategy 1.b Building practice excellence	Develop, implement and evaluate Professional Learning Communities (PLCs) to develop individual interventions, moderate student outcomes, access peer observations, develop evidence based professional learning sessions and build a collaborative culture.
Key Improvement Strategy 1.c Building practice excellence	Further development and implementation of a whole school assessment and reporting framework that will inform teacher planning and student progress over time.
Key Improvement Strategy 1.d Building practice excellence	Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress.
Goal 2	<ul style="list-style-type: none"> Build a collaborative partnership and effective communication with parents
Target 2.1	<p>Parent Opinion</p> <ul style="list-style-type: none"> - Parent participation and involvement increase from 56% positive to 90% positive - School support increase from 37% positive to 60% positive - Teacher communication increase from 58% positive to 90% - General satisfaction increase from 78% positive to 85% positive <p>School Staff Survey</p> <ul style="list-style-type: none"> - Trust in students and parents growth from 85% endorsement to 95% endorsement - School developed surveys will indicate improvement in the collaborative partnership and effective communication with parents
Key Improvement Strategy 2.a Building communities	Develop strategies for communication with parents about processes and procedures based on feedback
Key Improvement Strategy 2.b Building communities	Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond
Goal 3	<ul style="list-style-type: none"> Build a culture of distributed leadership to drive school improvement

Target 3.1	<p>Opinion Surveys: School Staff Survey</p> <ul style="list-style-type: none"> - Growth in instructional leadership component from 70.5% to 80% - Growth in endorsement of overall leadership from 71.8% to 80% - Growth in collective participation component from 50% to 75% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in school improvement from 50% to 75%
Key Improvement Strategy 3.a Instructional and shared leadership	<p>Build leadership capacity of staff and set high expectations for the development of a distributed leadership model.</p>
Goal 4	<ul style="list-style-type: none"> • Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners.
Target 4.1	<p>Opinion Surveys: Attitudes to School</p> <ul style="list-style-type: none"> - Growth in attitudes to attendance from 90% to 100% - Growth in student voice and agency from 77% to 87% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in student agency and voice from 80% to 90% <p>School Staff Survey</p> <ul style="list-style-type: none"> - Improve support growth and learning of whole student component from 50% to 75%
Key Improvement Strategy 4.a Empowering students and building school pride	<p>Build the capacity of students to self regulate, be responsible for and have autonomy over their learning.</p>
Key Improvement Strategy 4.b	<p>Establish greater opportunities for student leadership across the school.</p>

Empowering students and building school pride	
Key Improvement Strategy 4.c Empowering students and building school pride	Establish a culture of high expectations in relation to student attendance.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students. 	Yes	<p>NAPLAN</p> <ul style="list-style-type: none"> - Improve Year 3 NAPLAN Reading outcomes from 25% in the top two bands in 2017 to 40% in the top two bands in 2021 - By 2021 the percentage of Year 5 NAPLAN Reading outcomes in the top two bands will increase by 10% from 50% - 60% - Increase the percentage of Year 3 students achieving in the top two bands of NAPLAN Numeracy data from 25% to 40% by 2021 - By 2021 the percentage of Year 5 NAPLAN Numeracy outcomes in the top two bands will increase by 15% from 30% to 45% - By 2021 25% of year 5 students will have a high relative growth in Numeracy (From 0% in 2017) - By 2021 30% of year 5 students will have a high relative growth in Reading <p>Teacher Judgements:</p> <ul style="list-style-type: none"> - For every student deemed capable to achieve at minimum one year's growth in English and Maths in every school year as measured using teacher judgement aligned with the Victorian curriculum F-10 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Teacher Judgements-</p> <p>For each student to achieve a minimum one year's growth in English and Maths as measured using teacher judgement aligned with the Victorian Curriculum.</p> <p>NAPLAN-</p> <p>Year 3- Reading- 30% of students in the top two bands. (2019- 0%)</p> <p>Year 5- Reading- 50% of students in the top two bands. (2019- 29%)</p> <p>Year 3- Numeracy- 30% of students in the top two bands. (2019- 0%)</p> <p>Year 5- Numeracy- 35% of students in the top two bands.(2019- 14%)</p> <p>Relative Growth</p> <p>30% of students to make high growth in Reading , with a reduced low growth of less than 20% (2019 14% high, 29% low)</p> <p>25% of students to make high growth in Numeracy, with a reduced low growth of less than 20% (2019 0% high, 4% low)</p> <p>Student Attitudes to School Survey-</p> <p>Effective Teaching Time- positive responses 83% to 90% (2019 83%)</p> <p>Differentiated Learning Challenge-</p>

		<p>Opinion Surveys: Student Attitudes to School</p> <ul style="list-style-type: none"> - Increase effective teaching time positive responses from 75% to 90% - Increase differentiated learning challenge positive responses from 86% to 95% - Increase stimulated learning positive responses from 58% to 80% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Increase effective teaching positive responses from 68% to 80% 	<p>positive responses from 82% to 90% (2019 82%) Stimulated Learning- positive responses from 80% to 90% (2019 80%)</p> <p>Parent Opinion Survey- Effective Teaching - positive responses from 60% to 75% (2019 60%)</p>
<ul style="list-style-type: none"> • Build a collaborative partnership and effective communication with parents 	Yes	<p>Parent Opinion</p> <ul style="list-style-type: none"> - Parent participation and involvement increase from 56% positive to 90% positive - School support increase from 37% positive to 60% positive - Teacher communication increase from 58% positive to 90% - General satisfaction increase from 78% positive to 85% positive <p>School Staff Survey</p> <ul style="list-style-type: none"> - Trust in students and parents growth from 85% endorsement to 95% endorsement - School developed surveys will indicate improvement in the collaborative partnership and effective communication with parents 	<p>Parent Opinion Survey- Parent Participation and Involvement- positive responses from 77% to 85% (2019 77%) School Support- positive responses from 69% to 75% (2019 49%) Teacher Communication- positive responses from 62% to 75% (2019 62%) General Satisfaction from 31% to 75% (2019 31%)</p> <p>School Staff Survey- Trust in Students and Parents- positive endorsement from 80% to 85% (2019 80%) School developed surveys to indicate collaborative partnerships and effective communication- end of 2019 to July 2020.</p>

<ul style="list-style-type: none"> Build a culture of distributed leadership to drive school improvement 	No	<p>Opinion Surveys:</p> <p>School Staff Survey</p> <ul style="list-style-type: none"> - Growth in instructional leadership component from 70.5% to 80% - Growth in endorsement of overall leadership from 71.8% to 80% - Growth in collective participation component from 50% to 75% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in school improvement from 50% to 75% 	
<ul style="list-style-type: none"> Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners. 	Yes	<p>Opinion Surveys:</p> <p>Attitudes to School</p> <ul style="list-style-type: none"> - Growth in attitudes to attendance from 90% to 100% - Growth in student voice and agency from 77% to 87% <p>Parent Opinion</p> <ul style="list-style-type: none"> - Growth in student agency and voice from 80% to 90% <p>School Staff Survey</p> <ul style="list-style-type: none"> - Improve support growth and learning of whole student component from 50% to 75% 	<p>Student Attitudes to School Survey- Growth in Attitudes to Attendance from 85% to 90% (2019 85%) Growth in Student Voice and Agency from 74% to 80% (2019 74%)</p> <p>Parent Opinion Survey- Growth in Student Voice and Agency from 54% to 80% (2019 54%) School Staff Survey Maintain Support Growth and Learning of Whole Student at 100% (2019 100%)</p>

Goal 1	<ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students.
12 Month Target 1.1	<p>Teacher Judgements- For each student to achieve a minimum one year's growth in English and Maths as measured using teacher judgement aligned with the Victorian Curriculum.</p>

	<p>NAPLAN- Year 3- Reading- 30% of students in the top two bands. (2019- 0%) Year 5- Reading- 50% of students in the top two bands. (2019- 29%) Year 3- Numeracy- 30% of students in the top two bands. (2019- 0%) Year 5- Numeracy- 35% of students in the top two bands.(2019- 14%) Relative Growth 30% of students to make high growth in Reading , with a reduced low growth of less than 20% (2019 14% high, 29% low) 25% of students to make high growth in Numeracy, with a reduced low growth of less than 20% (2019 0% high, 4% low)</p> <p>Student Attitudes to School Survey- Effective Teaching Time- positive responses 83% to 90% (2019 83%) Differentiated Learning Challenge- positive responses from 82% to 90% (2019 82%) Stimulated Learning- positive responses from 80% to 90% (2019 80%)</p> <p>Parent Opinion Survey- Effective Teaching - positive responses from 60% to 75% (2019 60%)</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching to cater for individual learning through the development of data literacy.	Yes
KIS 2 Building practice excellence	Develop, implement and evaluate Professional Learning Communities (PLCs) to develop individual interventions, moderate student outcomes, access peer observations, develop evidence based professional learning sessions and build a collaborative culture.	Yes
KIS 3 Building practice excellence	Further development and implementation of a whole school assessment and reporting framework that will inform teacher planning and student progress over time.	No
KIS 4 Building practice excellence	Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress.	No

<p>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>	<p>After consultation with staff and taking a look at our student data (teacher judgements, NAPLAN and On Demand), it has been decided that we need to further improve our teaching of Literacy- and ensure we are teaching each student at their point of need. The Staff will continue to closely monitor student achievement in Reading and further develop our pedagogy, whilst now including specific foci on Writing and Spelling for 2020. There is not structured writing program and the current spelling program is not being consistently or authentically implemented throughout the school. The school needs to develop a whole school plan for Writing. Moderation of student writing is not occurring across the school and this is an area that staff have identified a need for support, resources and knowledge of.</p> <p>The work in the area of Numeracy begun in 2019, however in order to fulfill the KIS in the Strategic Plan, staff require more deep learning and practice at data literacy and using the data to inform teaching.</p> <p>A KIS in the Strategic Plan is to Develop, implement and evaluate Professional Learning Communities, to support individual interventions- this is yet to be established at Arthurs Creek Primary School and in 2020 staff are ready to take this step. This will follow on from the work done in 2019 around student assessments and student learning goals.</p>	
<p>Goal 2</p>	<ul style="list-style-type: none"> Build a collaborative partnership and effective communication with parents 	
<p>12 Month Target 2.1</p>	<p>Parent Opinion Survey- Parent Participation and Involvement- positive responses from 77% to 85% (2019 77%) School Support- positive responses from 69% to 75% (2019 49%) Teacher Communication- positive responses from 62% to 75% (2019 62%) General Satisfaction from 31% to 75% (2019 31%)</p> <p>School Staff Survey- Trust in Students and Parents- positive endorsement from 80% to 85% (2019 80%) School developed surveys to indicate collaborative partnerships and effective communication- end of 2019 to July 2020.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Building communities</p>	<p>Develop strategies for communication with parents about processes and procedures based on feedback</p>	<p>Yes</p>
<p>KIS 2 Building communities</p>	<p>Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond</p>	<p>Yes</p>

<p>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>	<p>The Parent Opinion Survey Data was disappointing in 2019. Whilst the number of responses was low, the percentage of positive responses in many areas had significantly reduced from the previous year. General Satisfaction was low (31% positive responses). The Parent Participation target is 90% in the Strategic Plan and the 2019 response was at 77% - so there is work to be done in this area.</p> <p>Feedback at school council has indicated that they would like to see more community engagement- in both directions, with individuals and organisations being invited in to participate in programs and our students and staff engaging in community events, programs and developing partnerships.</p>	
<p>Goal 3</p>	<ul style="list-style-type: none"> Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners. 	
<p>12 Month Target 3.1</p>	<p>Student Attitudes to School Survey- Growth in Attitudes to Attendance from 85% to 90% (2019 85%) Growth in Student Voice and Agency from 74% to 80% (2019 74%)</p> <p>Parent Opinion Survey- Growth in Student Voice and Agency from 54% to 80% (2019 54%) School Staff Survey Maintain Support Growth and Learning of Whole Student at 100% (2019 100%)</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build the capacity of students to self regulate, be responsible for and have autonomy over their learning.</p>	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Establish greater opportunities for student leadership across the school.</p>	<p>No</p>
<p>KIS 3 Empowering students and building school pride</p>	<p>Establish a culture of high expectations in relation to student attendance.</p>	<p>Yes</p>

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.

Continue the work began in 2019 in this area. Using the strategies that have worked in the Year 6 area, at other Year Levels will mean that Student Voice and Agency is authentically implemented across the school.

The Student Attitudes To School Survey results show that in 2019 the percentage of positive responses was at 78% with the target by the end of 2021 to be at 87%- strategies that are implemented in 2020 aim to positively impact this result.

There is a distinct mismatch in the results of the Student Attitudes to School Survey and the Parent Opinion Survey with the percentage of positive responses being at 54% for Student Voice and Agency. Increasing the awareness of the work we are doing around Student Voice and Agency may be one way of addressing this mismatch. We need to be more explicit and visible.

The Staff Survey results in 2019 for Improving Support Growth and Learning of Whole Student is at 100% and as a staff we have to aim to keep it there by continuing to maintain the focus on educating the whole child.

Our panorama report shows that our school is in the Transform area in relation to attendance. This is an area that we need to work through with our school community and increase awareness around the impact that student absences can have over the course of a child's education.

Define Actions, Outcomes and Activities

Goal 1	<ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students.
12 Month Target 1.1	<p>Teacher Judgements- For each student to achieve a minimum one year's growth in English and Maths as measured using teacher judgement aligned with the Victorian Curriculum.</p> <p>NAPLAN- Year 3- Reading- 30% of students in the top two bands. (2019- 0%) Year 5- Reading- 50% of students in the top two bands. (2019- 29%) Year 3- Numeracy- 30% of students in the top two bands. (2019- 0%) Year 5- Numeracy- 35% of students in the top two bands.(2019- 14%) Relative Growth 30% of students to make high growth in Reading , with a reduced low growth of less than 20% (2019 14% high, 29% low) 25% of students to make high growth in Numeracy, with a reduced low growth of less than 20% (2019 0% high, 4% low)</p> <p>Student Attitudes to School Survey- Effective Teaching Time- positive responses 83% to 90% (2019 83%) Differentiated Learning Challenge- positive responses from 82% to 90% (2019 82%) Stimulated Learning- positive responses from 80% to 90% (2019 80%)</p> <p>Parent Opinion Survey- Effective Teaching - positive responses from 60% to 75% (2019 60%)</p>
KIS 1 Building practice excellence	Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching to cater for individual learning through the development of data literacy.
Actions	<p>Further develop teacher capacity to moderate and assess student performance in the areas of Literacy (Reading and Writing) and Numeracy.</p> <p>Tracking an monitoring of student results so teachers can teach each student at their point of need</p> <p>Develop teacher confidence and expertise at using the agreed upon (Workshop) Model as a lesson model for Literacy and Numeracy</p>

Outcomes	<p>Students will: Achieve 12 months growth in Numeracy and Literacy (Reading and Writing)</p> <p>Teachers will: Follow the Numeracy Yearly Plan so that targeted teaching of specific topics occurs at specified times to allow for moderation Moderate numeracy tasks each term Moderate writing samples each term Use the assessment schedule to complete assessments Provide documents to principal that indicate students who are at, ahead and behind the standards Align their PDP with the goals and targets of the AIP</p> <p>Leadership will: Lead and support staff to adopt the Workshop Model Work as part of a team to lead assessment and monitoring practices throughout the school</p>			
Success Indicators	<p>Student learning records that plot starting points and growth for each student.- Indicating 12 months growth for 1 year of schooling Assessment pieces for Writing (used for moderation) and Numeracy - to show student learning gain Workshop Model displayed in each classroom and referenced in Classroom Walkthroughs and Observations. Data wall- Number & Algebra, Writing and Reading (with records of updates that were made throughout the year) Spelling data (Write 2 Read and SA spelling test) to show student learning gain which will also be reflected in Teacher Judgements</p> <p>Parent Opinion Survey- Effective Teaching - positive responses at 75%</p> <p>Student Attitudes to School Survey- Effective Teaching Time- positive responses at 90% Stimulated Learning- positive responses at 90%</p> <p>Naplan- Reading- Year 3 30% students in top 2 bands and Year 5- 50% of students in top two bands Numeracy- Year 3 30% students in top two bands and Year 5- 35% of students in top two bands Writing Year 3 30% of students in top 2 bands and Year 5-20 % of students in top two bands.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher trained in Leading Literacy who will run professional learning sessions for staff (after each module is undertaken) - ideas	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

from these sessions to be incorporated into everyday classroom teaching across the school. Support provided to staff via the Literacy and Coordinator and the principal to do this.	<input checked="" type="checkbox"/> Literacy Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used
Intervention program (teaching and resources) implemented for those students who are identified as 6 or more months behind in Literacy and/or Numeracy. Principal to run this program 4 days per week. Beginning in Term 1 with a Reading Program. Classroom teachers to be provided with feedback and analysis of assessments.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,793.00 <input checked="" type="checkbox"/> Equity funding will be used
Koorie Literacy/Numeracy Program to continue for those students identified as requiring additional assistance. Additional in class support on a 1:1 basis provided in the area(s) requiring additional support.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC meetings to focus on selection of students who require assistance in particular area of Reading (initially then Mathematics when staff become more familiar with the process). Principal to lead staff through the PLC process and staff to make decisions about how to make these processes work best for our school situation	<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
Moderation tasks to be completed in Numeracy and Writing across the year	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Moderation to be a key focus at our PLC meetings, professional learning and ongoing support and practice to be provided at our staff meetings around moderation.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop, implement and evaluate Professional Learning Communities (PLCs) to develop individual interventions, moderate student outcomes, access peer observations, develop evidence based professional learning sessions and build a collaborative culture.			
Actions	Implement Professional Learning Communities to improve student learning outcomes in Literacy and Numeracy.			
Outcomes	<p>Students will: All students achieve learning growth in Literacy (reading, writine and spelling) and Numeracy- that reflects 12 months growth Be able to articulate their learning goals and strategies for achievement</p> <p>Teachers will: Understand the characteristics of and effectively participate in PLC sessions Evaluate the impact of teaching on student outcomes,share ideas and provide reciprocal feedback. Use student work samples and student tracking documents to directly inform reporting documents. Update student acheivement data at regular specified intervals Participate in peer observations to watch a PLC in progress</p> <p>Leadership will: Ensure PLC's are prioritised and resourced Model and participate in the process Keep records of student learning gain and display on the whole-school data wall</p>			
Success Indicators	<p>Meeting proformas from PLC meetings Data Wall - Reading, Writing and Number & Algebra progressions updated each term Copies of Data Wall progressions - updated spreadsheets and graphs Student Attitudes to School Survey: Differentiated Learning Challenge- positive responses at 90%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staff development of a PLC approach- principal to workshop this approach with staff and all agree on a process and timeline for meetings.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer Observations of a PLC at a school or schools that are currently implementing this process. Visits by staff to these schools to observe.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Peer observations and walk throughs within the school with a focus on use of the Workshop Model and selected area (selected by staff member) of the HITS. Staff to organise reciprocal classroom visits and share practice at meetings.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Updating of data wall- with data from Reading, Writing Number and Algebra to be included. Staff to share this data and discuss individual and cohort data. Devise strategies for improvement that are teaching and student focused.	<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
Update tracking documents (Ahead, Behind) and other documents that record student achievement data and show progress. These documents are shared with the principal and brought along to PLC meetings. They are also used to formulate our whole school data wall	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	• Build a collaborative partnership and effective communication with parents			
12 Month Target 2.1	Parent Opinion Survey- Parent Participation and Involvement- positive responses from 77% to 85% (2019 77%) School Support- positive responses from 69% to 75% (2019 49%) Teacher Communication- positive responses from 62% to 75% (2019 62%) General Satisfaction from 31% to 75% (2019 31%)			

	<p>School Staff Survey- Trust in Students and Parents- positive endorsement from 80% to 85% (2019 80%) School developed surveys to indicate collaborative partnerships and effective communication- end of 2019 to July 2020.</p>
<p>KIS 1 Building communities</p>	<p>Develop strategies for communication with parents about processes and procedures based on feedback</p>
<p>Actions</p>	<p>Develop a whole school understanding and approach to effectively communicating with parents and identify opportunities for collaboration between school, home and the community.</p>
<p>Outcomes</p>	<p>Teachers will Maintain the established protocols for communication with families and community Leadership will: Outline the school preferred methods of communication and establish protocols with families and community Hold information sessions on how to use UeducateUs as a platform for communication Ensure effective two-way communication is occurring Ensure timelines established are being adhered to (ie newsletter out on time, permission notifications generated at least one week prior to the event) Develop and distribute a school developed survey that will be distributed in Terms 1 and 4 to measure growth in the perception of collaborative partnerships and effective communication. Community will: Follow the established protocols for communication</p>
<p>Success Indicators</p>	<p>School Developed Survey: Effective Communication - being recognised as occurring at our school Starting point looking at data of usage and uptake of UeducateUs and newsletter subscribers and data from later in the year.</p> <p>Attendance at parent meetings has increased</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Notify parents about the communication processes in place within our school and support them to sign up to the newsletter and use UeducateUS as a platform for notifications via offering information and assistance sessions. Seek feedback from parents with regard communication.</p>	<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
<p>Report findings from survey to staff and School Council and develop (redevelop) the School Communication Policy. Endorse and distribute this policy to all members of the school community.</p>	<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
<p>Check in with parents with regard communication procedures by way of a school based survey. Bring findings to School Council</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>UeducateUs information session for parents to upskill them in using this platform</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building communities	Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond			
Actions	Actively seek opportunities for parents, families and the community to engage within the school. Source opportunities for students to be involved with and interact with the wider community.			
Outcomes	Parents will: Fill the required positions on School Council Participate in Family Links meetings and activities			

	<p>Volunteer for fundrasing activities Partiipate in and support school activities,special events and extra-curricula activities</p> <p>Teachers will: Have Open Classrooms where parents are welcomed to assist within the program Communicate regularly and professionally with caregivers Seek oppourtunies for students to engage in the community Actively seek to keep families informed about their child's development and learning</p> <p>Leadership will: Actively promote classroom and wider school progams via the fortnightly newsletter and UeduateUs Update the school webpage with current information Organise oppourtunies for community involvement within and outside the school</p> <p>Community will' Be involved in school programs and host our students outside of school</p>
<p>Success Indicators</p>	<p>All School Council Positions filled and regular attendance by councilors at monthly meeting. Increased parent attendance at Family Links meetings and events- data to show number of families involved. Fundraising activities supported with volunteers Family attendance at school events</p> <p>Parent Opinion Survey: Parent Participation & Involvement- at 85% positive responses School Support- at 75% positive responses Teacher Communication at 72% positive responses General Satisfaction- at 75% positive responses</p> <p>School Staff Survey: Trust in Students & Parents- at 80% positive responses</p> <p>School developed survey: Collaborative partnerships- recognised as being carried out by our school - feedback from parents with regard areas we need improvement in and what is working wel.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Promote participation on School Council and Family Links to parents and community via the newsletter and flyers around the school. Approach families about joining. Have Family Links members speak at assemblies to promote meetings and activities.	<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
Teachers will facilitate Parent/Teacher interviews, Student-led conferences and regularly post in the newsletter about what is happening in their classroom.	<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
Establish and re-establish links with the CFA, Landcare and other local community organisations. Participate in a range of activities that these groups organise. Invite them into the school to find further opportunities for working together.	<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
Host open days and special events and invite community to attend. Promote these widely and seek feedback on attendance and how these events ran.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Collaborative approach to selection and communication of student learning goals to each family. Classroom teachers to meet with students and families during three way conferences to discuss possible areas for improvement and learning goals. Goals to be shared with families and regular communication to students and families about progress to be provided during 'chats', notes sent home and on reports.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Run Respectful Relationships information sessions and open days for students, parents and community. With Strathewen as the lead school, implement this program throughout the school via parent information sessions, events and classroom activities and learning tasks. Seek input, participation and feedback from all stakeholders.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	<ul style="list-style-type: none"> Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners. 			
12 Month Target 3.1	<p>Student Attitudes to School Survey- Growth in Attitudes to Attendance from 85% to 90% (2019 85%) Growth in Student Voice and Agency from 74% to 80% (2019 74%)</p> <p>Parent Opinion Survey- Growth in Student Voice and Agency from 54% to 80% (2019 54%) School Staff Survey Maintain Support Growth and Learning of Whole Student at 100% (2019 100%)</p>			
KIS 1 Empowering students and building school pride	Build the capacity of students to self regulate, be responsible for and have autonomy over their learning.			
Actions	Facilitate Students to be active participants in designing and executing their own learning tasks and to have opportunities to contribute to the decision making processes within the school.			
Outcomes	<p>Students from each year level on the student led committees Students can clearly articulate their learning goals and strategies for achieving them Students leading student led conferences at mid year</p> <p>Students will: Be able to clearly articulate their learning goals and strategies for achievement Be able to use I Can statements to establish their level of understanding and evaluate their learning</p> <p>Teachers will: Use I Can statements to communicate success criteria</p> <p>Leadership will: Continue professional learning with staff to use the resources from Amplify and introduction of the Amplify Online Toolkit</p>			

Success Indicators	<p>Student Attitudes to School Survey- Student Voice and Agency from at 80%</p> <p>Parent Opinion Survey- Student Voice and Agency at 80%</p> <p>School Staff Survey Maintain Support Growth and Learning of Whole Student at 100%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of new Student Led Committess based on what students believe is important for the running of the school. Have students select committee representatives for each committee. Provide opportunities for students on the committees to put articles in the newsletter and to speak at assemblies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom teachers provided Amplify Documents and other associated reading material and resources. Staff Professional Learning sessions to provide staff with implementation ideas for co-designing learning tasks, activities and assessments. Staff to work collaboratively to share ideas and practice at incorporating Student Voice and Agency in the day to day learning.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student designed learning tasks (passion projects, establishing assessment criteria and method of delivery). Community invited to presentations of passion projects.	<input checked="" type="checkbox"/> Student(s) <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
Open Days for parents and community to view classrooms in action. Literacy, Numeracy, The Arts and Humanities to be included. Sports days where families are encouraged to attend. (House Sports, Athletics, Cross Country, Winter and Summer Sports)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Assemblies that are purely student led and incorporate showcasing learning in the areas of Literacy, Numeracy and the Humanities. Also scheduled times for showcasing Music, LOTE and The Arts.	<input checked="" type="checkbox"/> Student(s) <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
KIS 2 Empowering students and building school pride	Establish a culture of high expectations in relation to student attendance.			
Actions	Inform the school community of the importance of regular attendance and the implications of irregular attendance.			
Outcomes	Students will: Ensure they make up any learning time lost due to absence Parents will; Ensure they inform teachers of expected absences Record absences on UeducateUs daily and code correctly Support their child to 'catch up' on any learning missed due to absence. Teachers will Check attendance records daily Report unexpected absences or regular absences to the principal Leadership will Call parent on the day of absence for any unreported/recorded absences Address the issue of irreguar attendance with families Use the Regional Wellbeing team for support and advice in relation to participar students Organise attendance workshops (Emma Couper- Health & Wellbeing Support Officer NWR)			
Success Indicators	Student Attitudes to School Survey- Attitudes to Attendance at 90% Student Absence Data to be reduced across all year levels from 2019 data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Review Student Engagement policy and community to all in the school community	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Student attendance recognition via monthly awards at assembly	<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
Attend training and workshops led by regional Health and Wellbeing staff	<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	\$8,493.00	\$8,493.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,493.00	\$8,493.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Intervention program (teaching and resources) implemented for those students who are identified as 6 or more months behind in Literacy and/or Numeracy. Principal to run this program 4 days per week. Beginning in Term 1 with a Reading Program. Classroom teachers to be provided with feedback and analysis of assessments.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$6,793.00	\$6,793.00
Koorie Literacy/Numeracy Program to continue for those students identified as requiring additional assistance. Additional in class support on a 1:1 basis provided in the area(s) requiring additional support.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,700.00	\$1,700.00
Totals			\$8,493.00	\$8,493.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Totals	\$0.00	\$0.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teacher trained in Leading Literacy who will run professional learning sessions for staff (after each module is undertaken) - ideas from these sessions to be incorporated into everyday classroom teaching across the school. Support provided to staff via the Literacy and Coordinator and the principal to do this.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Moderation tasks to be completed in Numeracy and Writing across the year	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff development of a PLC approach- principal to workshop this approach with staff and all agree on a process and timeline for meetings.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Observations of a PLC at a school or schools that are currently implementing this process. Visits by staff to these schools to observe.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Yet to find an exemplary school who

						will host us, will investigate in early 2020
Peer observations and walk throughs within the school with a focus on use of the Workshop Model and selected area (selected by staff member) of the HITS. Staff to organise reciprocal classroom visits and share practice at meetings.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Update tracking documents (Ahead, Behind) and other documents that record student achievement data and show progress. These documents are shared with the principal and brought along to PLC meetings. They are also used to formulate our whole school data wall	<input checked="" type="checkbox"/> All Staff	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Collaborative approach to selection and communication of student learning goals to each family. Classroom teachers to meet with students and families during three way conferences to discuss possible areas for improvement and learning goals. Goals to be shared	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>with families and regular communication to students and families about progress to be provided during 'chats', notes sent home and on reports.</p>						
<p>Classroom teachers provided Amplify Documents and other associated reading material and resources. Staff Professional Learning sessions to provide staff with implementation ideas for co-designing learning tasks, activities and assessments. Staff to work collaboratively to share ideas and practice at incorporating Student Voice and Agency in the day to day learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Amplify</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site