2021 Annual Implementation Plan

for improving student outcomes

Arthurs Creek Primary School (1666)

Submitted for review by Lisa Duffy (School Principal) on 29 December, 2020 at 01:16 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 04 January, 2021 at 04:00 PM
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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	2021 is a review year, and keeping in mind that the 2020 school year did not allow for us to work on and achieve the goals and targets set, we need to be mindful of being too ambitious in 2021 and taking on too much. As a school we need to drill down and focus specifically on two main areas- Student Engagement (including wellbeing) and Student Achievement. The areas of concern are around student behavior and attitudes to learning and the number of students who have made limited progress in 2021. The key area we wish to focus on in the area of student learning is Writing (including spelling) as our 2020 end of year assessments show that many of our students have not made the expected progress. We have found that when many of our student returned from remote learning, they found it difficult to settle into classroom and school life. Many have been difficult to motivate and have experienced difficulties staying on task. We believe that the areas previously focused on around Community Engagement can still continue, however, we do not need to make this an AIP priority, in order to continue the work. Curriculum planning is an area that all staff need to focus on as a group (not individually) in order to ensure continuity and consistency across the school. A revisit and reinvigoration of the HITS is also required. These two aspects should significantly contribute to improving our whole school Teaching and Learning Program and thus increasing Student Achievement.

Considerations for 2021	- Main focus will be on Student Engagement and supporting individual and cohorts of students to make learning growth in all areas. Key areas to target (as identified by the end of year assessments in 2020) are Writing (including spelling), Number and Algebra and Reading (comprehension). - Use of the tutoring program initiative to target students who have not make the expected growth during 2020. - Move to four classrooms in order to keep grade numbers lower and increase the teacher to student ratio; smaller class sizes means that teachers can focus individualised attention to targeted individuals and cohorts. - More structured whole-school programs and approaches in core subjects such as Reading, Writing, Number and Algebra. This includes a whole school Teaching and Learning Model, common core assessments and moderation practices as well as application of the High Impact Teaching Strategies to the teaching and learning program. - Student Engagement and Wellbeing approaches also need to be considered; a continuation of the Respectful Relationships Program and having students participate in co-designing learning and assessment tasks are ways to assist our students to take more ownership over their learning. Having students work alongside teachers to set meaningful learning goals is also another approach which helps our students to feel connected and have autonomy over their learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	
Key Improvement Strategy 1.a Vision, values and culture	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Intellectual engagement and self-awareness	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Empowering students and building school pride	Connected schools priority
Goal 2	• To improve Literacy and Numeracy outcomes of all students.
Target 2.1	NAPLAN - 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 Teacher Judgements: - 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 Opinion Surveys: Student Attitudes to School - 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% Parent Opinion - Increase effective teaching positive responses from 68% to 80%
Key Improvement Strategy 2.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 2.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 2.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 2.d Building practice excellence	Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress.
Goal 3	• Build a collaborative partnership and effective communication with parents

Target 3.1	Parent Opinion - 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 School Staff Survey - 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 3.a Building communities	Develop strategies for communication with parents about processes and procedures based on feedback
Key Improvement Strategy 3.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 4	• Build a culture of distributed leadership to drive school improvement
Target 4.1	Opinion Surveys: School Staff Survey - 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% Parent Opinion - Growth in school improvement from 50% to 75%
Key Improvement Strategy 4.a	Build leadership capacity of staff and set high expectations for the development of a distributed leadership model.

Instructional and shared leadership	
Goal 5	• Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners.
Target 5.1	Opinion Surveys: Attitudes to School - Growth in attitudes to attendance from 90% to 100% - Growth in student voice and agency from 77% to 87% Parent Opinion - Growth in student agency and voice from 80% to 90% School Staff Survey - Improve support growth and learning of whole student component from 50% to 75%
Key Improvement Strategy 5.a Empowering students and building school pride	Build the capacity of students to self regulate, be responsible for and have autonomy over their learning.
Key Improvement Strategy 5.b Empowering students and building school pride	Establish greater opportunities for student leadership across the school.
Key Improvement Strategy 5.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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes		6 Months + growth (Dec 2020- June 2021) for students on Tutor Learning Program 12 months or more growth for all students in Reading, Writing, Number/Algebra Student Attitudes to School Survey- Differentiated Learning Challenge : 95% positive responses (at 91% in 2020) - Stimulated Learning: 80% positive responses (at 77% in 2020). Student Engagement levels in school survey indicate medium to high levels of engagement Student Attitudes to School Survey- Student Voice and Agency 87% positive responses (at 69% in 2020) Parent Opinion Survey- Student Voice and Agency 90% positive responses (at 90% in 2020) Staff Opinion Survey- Support Growth and Learning of Whole Student 100% positive responses (at 100% in 2020)

			Attendance Data 90% or above each term for each student Student Attitudes to School Survey-Attitudes to Attendance 95% positive responses (at 86% in 2020) Newsletter- 100% families signed up on email distribution list (at 90% in 2020) uEducateUs- 100% families using this platform (at 80% in 2020) Parent/Teacher and Three-Way Conferences- 90% attendance by families
• To improve Literacy and Numeracy outcomes of all students.	Yes	NAPLAN - 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 Teacher Judgements:	NAPLAN- Reading: 40% of Year 3 students in top two bands (0% in 2019) 50% of Year 5 students in top two bands (29% in 2019) NAPLAN- Numeracy 40% of Year 3 students in top two bands (0% in 2019) 45% of Year 5 students in top two bands (14% in 2019) TEACHER JUDGEMENTS English and Mathematics: all students to achieve at least one year's growth between Dec. 2020 and Dec 2021 in all areas. SURVEYS: Student Attitudes to School: Effective Teaching Time 90% positive responses (at 81% in 2020)

		- 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 Opinion Surveys: Student Attitudes to School - 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% Parent Opinion - Increase effective teaching positive responses from 68% to 80%	Differentiated Learning Challenge 95% positive responses (at 91% in 2020) Stimulated Learning 80% positive responses (at 77% in 2020) Parent Opinion Survey: Effective Teaching 90% positive responses (at 89% in 2020)
• Build a collaborative partnership and effective communication with parents	No	Parent Opinion - 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 School Staff Survey - 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	

• Build a culture of distributed leadership to drive school improvement	No	Opinion Surveys: School Staff Survey - 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% Parent Opinion - Growth in school improvement from 50% to 75%	
• Explore and develop student voice and agency in learning to allow students to take responsibility for their learning and become self-regulating learners.	No	Opinion Surveys: Attitudes to School - Growth in attitudes to attendance from 90% to 100% - Growth in student voice and agency from 77% to 87% Parent Opinion - Growth in student agency and voice from 80% to 90% School Staff Survey - Improve support growth and learning of whole student component from 50% to 75%	

Goal 1	2021 Priorities Goal

12 Month Target 1.1	6 Months + growth (Dec 2020- June 2021) for students on Tutor Learning Program 12 months or more growth for all students in Reading, Writing, Number/Algebra Student Attitudes to School Survey- Differentiated Learning Challenge : 95% positive responses (at 91% in 2020) - Stimulated Learning: 80% positive responses (at 77% in 2020). Student Engagement levels in school survey indicate medium to high levels of engagement Student Attitudes to School Survey- Student Voice and Agency 87% positive responses (at 69% in 2020) Parent Opinion Survey- Student Voice and Agency 90% positive responses (at 90% in 2020) Staff Opinion Survey- Support Growth and Learning of Whole Student 100% positive responses (at 100% in 2020) Attendance Data 90% or above each term for each student Student Attitudes to School Survey- Attitudes to Attendance 95% positive responses (at 86% in 2020) Newsletter- 100% families signed up on email distribution list (at 90% in 2020) uEducateUs- 100% families using this platform (at 80% in 2020) Parent/Teacher and Three-Way Conferences- 90% attendance by families

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Learning, catch-up and extension priority	Yes
KIS 2 Intellectual engagement and self-awareness	Happy, active and healthy kids priority	Yes
KIS 3	Connected schools priority	Yes

Empowering students and building school pride		
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 Literacy and Numeracy outcomes of all students.	
12 Month Target 2.1	NAPLAN- Reading: 40% of Year 3 students in top two bands (0% in 2019) 50% of Year 5 students in top two bands (29% in 2019) NAPLAN- Numeracy 40% of Year 3 students in top two bands (0% in 2019) 45% of Year 5 students in top two bands (14% in 2019) TEACHER JUDGEMENTS English and Mathematics: all students to achieve at least one year's growth between Dec. 2020 and Dec 2021 in all areas. SURVEYS: Student Attitudes to School: Effective Teaching Time 90% positive responses (at 81% in 2020) Differentiated Learning Challenge 95% positive responses (at 91% in 2020) Stimulated Learning 80% positive responses (at 77% in 2020) Parent Opinion Survey: Effective Teaching 90% positive responses (at 89% in 2020)	
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.	No
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
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.	Following a year of disrupted learning and a constantly evolving Teaching and Learning Program, it is vital that as a staff, we work together to ensure that our Literacy and Numeracy Programs meet the individual needs of each of our students. We need to look at what our student data is telling us and ensure our programs are meeting each student at their point of need. It will be vital to use student achievement data to track and monitor all students, particularly in the areas of Reading, Writing and Number & Algebra. Our school Strategic Plan is in its final year (with a review being scheduled for later in 2021), and in order to reach the ambitious targets set around students achieving in the top two bands, relative growth, teacher judgements and opinion surveys, we need to keep this as one of our Key Improvement Strategies. Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student assessment and data literacy. Most specifically in the areas of Whole-School Curriculum Planning, application of the High Impact Teaching Strategies and Evaluation of Impact. Our work began in 2019 around whole school data, but became somewhat lost in 2020 due to significant data sets being unavailable. Moderation of student work across the whole school has only begun in 2020 and was greatly interrupted by remote learning as were our ability to complete any peer observations and deep dive into individual student interventions.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	6 Months + growth (Dec 2020- June 2021) for students on Tutor Learning Program 12 months or more growth for all students in Reading, Writing, Number/Algebra Student Attitudes to School Survey- Differentiated Learning Challenge : 95% positive responses (at 91% in 2020) - Stimulated Learning: 80% positive responses (at 77% in 2020). Student Engagement levels in school survey indicate medium to high levels of engagement Student Attitudes to School Survey- Student Voice and Agency 87% positive responses (at 69% in 2020) Parent Opinion Survey- Student Voice and Agency 90% positive responses (at 90% in 2020) Staff Opinion Survey- Support Growth and Learning of Whole Student 100% positive responses (at 100% in 2020) Attendance Data 90% or above each term for each student Student Attitudes to School Survey- Attitudes to Attendance 95% positive responses (at 86% in 2020) Newsletter- 100% families signed up on email distribution list (at 90% in 2020) uEducateUs- 100% families using this platform (at 80% in 2020) Parent/Teacher and Three-Way Conferences- 90% attendance by families
KIS 1 Vision, values and culture	Learning, catch-up and extension priority
Actions	* Further deepen the data literacy of teachers to be able to clearly identify student achievement, point of need and the next steps in order to progress student learning as well as identifying students in need of further support. * Targeted Tutoring (support program) is established for students identified by teachers in need of additional focused support in the area of Writing across Terms 1 to 4.

	* Building the of staff capacity to create, implement and monitor Individual Learning Plans.
Outcomes	Leader will schedule professional learning team meetings for staff to share student data, set learning goals and plot growth along the learning continuum. Teachers will be able to accurately identify the learning needs in each of their students. Teachers will be able to plan appropriately for next steps in student learning. Teachers will assess consistently using the agreed assessment schedule. Students will know how lessons are structured and how their learning is being supported. Students who are in need and who will benefit most from targeted academic support will be identified and supported. Students will be able to identify their own next steps in their learning.
Success Indicators	Classroom teacher's formative assessment data and teacher judgements which will form the whole-school data sets (including the data wall) that indicates student achievement and progress. Teacher records and observation data of student progress. Individual data and record sets for those students receiving targeted tutoring. Classroom observations and learning walks. Progress against student learning goals. Assessment schedule, evidence of moderation tasks.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plotting of students along Reading, Writing and Number& Algebra continuum to show learning progressions.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students who have not made expected progress in Writing are identified	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Tutoring program is established, timetabled and implemented for Writing across the school	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used
Assessment schedule reviewed, adjusted to include ongoing summative and formative assessments across the school	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Staff to create Individual Learning Plans for students involved in Tutor Learning Program as well as those in other priority cohorts (PSD, Koorie, 12 months or more behind in Reading, Writing or Number/Algebra	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Establishing a team approach to looking at and unpacking the student data.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	Happy, active and healthy kids priority
Actions	* Review and refine the whole-school approach to wellbeing and define roles and responsibilities. * Wellbeing program to be further implemented at the classroom and whole school level. * School values and associated positive behaviours to be explicitly taught and celebrated across the school.
Outcomes	Leaders will ensure shared responsibility across the school team is established and followed with regard student wellbeing and behavioural issues. Teachers sharing responsibility for student wellbeing and behavioural issues. Teachers will model and apply a consistent approach to student wellbeing program, routines and activities. Staff will support students identified as "At- Risk" through established school structures.

	The school community will have a shared and common understanding with regard our approach to student wellbeing. Students will be able to demonstrate knowledge of strategies to support their own wellbeing. Students will be able to identify the four school values and provide examples of how these are enacted in their school day.
Success Indicators	Observations- changes to classroom practice and timetabled Wellbeing Sessions and documentation to support this (timetables, program notes). Classroom observations with regard student engagement. Staff Professional Development Plans have shared goals around Student Health and Wellbeing. Welfare notes from Wellbeing Meetings and staff reflections from Check-ins. Reduction in Incident Reports, Behaviour Stories. Documentation from student referrals and actions from these stated. School values and associated positive behaviours to be displayed prominently throughout the school and celebrated at school assemblies.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to revise Wellbeing Program and come to a common whole-school approach to implement a targeted program, routines and activities.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Welfare Meetings to be scheduled on a fortnightly basis, records of these meetings to be kept .	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student referral process to be clearly defined to staff.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Staff Professional Learning - Respectful Relationships	☑ Education Support ☑ Principal	☑ PLP Priority	from: Term 1	$1,000.00

	☑ Teacher(s)		to: Term 1	☐ Equity funding will be used
Students will particpate in classroom and whole school lessons using the postitive behaviour matrix.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 3 Intellectual engagement and self-awareness	Connected schools priority
Actions	* Strengthen our whole-school approach to digital learning and related policies and embed the use of digital learning in classes. * Expand the use of digital technologies to involve parents in student learning and classroom programs.
Outcomes	Leaders will demonstrate best practice in the use of digital technologies Teachers will regularly connect and communicate with parents/carers; and make reference to specific pieces of work or learning goals which all parties can access and view. All teaching staff will be confident and competent in integrating digital learning and use of technologies within the classroom. Students will be able to keep records of their learning in digital format that can be accessed from any device. Connections between school and home will be strengthened with parents/carers being able to see what students are learning, in real time.
Success Indicators	Classroom observations and learning walks will find that digital technologies are fully integrated in each classroom. Students will be able to upload work into Google Classroom. Teachers will be using Google Classroom to showcase learning, make comments on student achievement and upload learning goals. Parents/carers will access Google Classroom to view work, learning goals and read comments; they will also be able to provide supportive comments and feedback. Documentation of digital learning and use policies. Data showing high degree of participation in parent/teacher and three-way conferences.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Establish protocols for digital learning portfolios and set up Google Classroom for each student	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Digital Learning policies and protocols established	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Home/School communications established via newsletter, Google Classroom and uEducateUs platforms	☑ Education Support ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Schedule some staff meetings to review engagement data, welfare and other engagement issues	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Each term look at individaul and corhort attendance data - promoting importance of attendance via school communcations. Follow up and possible interventions regarding individuals with low attendance data	☑ All Staff ☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use of digital technologies to create digital portfolios for each of our students that can have input and be accessed by the individual student, their teachers and parents/carers.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	• To improve Literacy and Numeracy outcomes of all students.
12 Month Target 2.1	NAPLAN- Reading: 40% of Year 3 students in top two bands (0% in 2019) 50% of Year 5 students in top two bands (29% in 2019) NAPLAN- Numeracy 40% of Year 3 students in top two bands (0% in 2019) 45% of Year 5 students in top two bands (14% in 2019) TEACHER JUDGEMENTS English and Mathematics: all students to achieve at least one year's growth between Dec. 2020 and Dec 2021 in all areas. SURVEYS: Student Attitudes to School: Effective Teaching Time 90% positive responses (at 81% in 2020) Differentiated Learning Challenge 95% positive responses (at 91% in 2020) Stimulated Learning 80% positive responses (at 77% in 2020) Parent Opinion Survey: Effective Teaching 90% positive responses (at 89% in 2020)
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	Embed a whole-school instructional model (Workshop Model and Gradual Release of Responsibility) throughout the school. Creation of whole -School Literacy and Numeracy Plans with our students needs in mind and followed throughout the school. Build Staff capacity to complete and see the value of Individual Learning Plans for all students.
Outcomes	Leaders will demonstrate best practice in relation to the Workshop Model, Student Learning Plans and use of student data. Teachers will demonstrate consistent teaching practices throughout the school, through the explicit implementation of the Workshop Model. Teachers will demonstrate monitoring of student progress using the data sets and data walls. Students will know how lessons are structured and how their learning will be supported. Students will know what to expect, what they are learning and how they (and their teacher) will know if it has been successful. Students will know where they are at and what they need to do in order to progress their learning.

	All students will have Learning Goal that they are able to communicate and elaborate on how they will achieve these goals.
Success Indicators	Classroom observations and learning walks- evidence of the application of the Workshop Model, Gradual Release of Responsibility, Learning Intentions and Success Criteria and differentiated learning practices. Teachers formative and summative assessment results for individual students and teacher records of student progress. Individual Learning Plan goals and strategies and progress against these. Teacher participation and contribution to Professional Learning Team meetings and at Professional Development Meetings. Data wall- showing student entry point and progressions throughout the year. Student achievement of Learning Goals.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collaborate with Literacy and Numeracy Team to establish a list of non-negotiables in relation to the lesson structures, content and assessment practices in Reading, Writing, and Number & Algebra.	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Whole School Numeracy Plan and Literacy Plans are created and provided to teaching staff.	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional Learning Team meetings are scheduled and held. Purpose and protocols at these meetings are established. Teaching Staff participation and contributions at these meetings is high.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Data Wall is regularly updated and shared with staff at Professional Learning Team Meetings	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

					to: Term 4	☐ Equity funding will be used

Classroom Observations and Learning Walks are put into practice - observations are linked to school priorities and Teacher Professional Learning Plans	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ Equity funding will be used
Differentiated Learning -Professional Development sought and provided to staff (possibility of using regional staff with particular expertise).	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,000.00	0.00
Additional Equity funding	$6,041.50	$5,098.40
Grand Total	**$7,041.50**	**$5,098.40**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Establishing a team approach to looking at and unpacking the student data.	from: Term 1 to: Term 4		$0.00	
Differentiated Learning -Professional Development sought and provided to staff (possiblity of using regional staff with particular expertise)	from: Term 1 to: Term 2	☑ CRT	$1,000.00	$1,000.00
Totals			**$1,000.00**	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Funds to ensure that our students identified with additonal learning needs (both funded and non-	from: Term 1	☑ School-based staffing	$3,041.50	$3,041.50

funded) can be in small grade cohorts and that Education Support Staff can be available full-time - credit budget	to: Term 4			
Use of cash component of the Equity Budget to provide support to student in need whilst we await outcome of PSD funding applications	from: Term 1 to: Term 1	☑ School-based staffing	$3,000.00	$2,056.90
Totals			$6,041.50	$5,098.40

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plotting of students along Reading, Writing and Number & Algebra continuum to show learning progressions.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Tutoring program is established, timetabled and implemented for Writing across the school	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Tutor Learning Program resources and Literacy Portal resouces ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Assessment schedule reviewed, adjusted to include ongoing summative and formative assessments across the school	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Staff to create Individual Learning Plans for students involved in Tutor Learning Program as well as those in other priority cohorts (PSD,	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy	☑ On-site

Koorie, 12 months or more behind in Reading, Writing or Number/Algebra						
Staff Professional Learning - Respectful Relationships	☑ Education Support ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants Respectful Relationships regional staff coordinators	☑ Off-site Part of the NESST curriculum day in March 2021
Collaborate with Literacy and Numeracy Team to establish a list of non-negotiables in relation to the lesson structures, content and assessment practices in Reading, Writing, and Number & Algebra.	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Whole School Numeracy Plan and Literacy Plans are created and provided to teaching staff.	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day	☑ Internal staff	☑ On-site
Differentiated Learning -Professional	☑ Principal	from: Term 1	☑ Preparation	☑ Network Professional Learning	☑ Literacy expertise	☑ On-site

| Development sought and provided to staff (possibility of using regional staff with particular expertise) | ☑ Teacher(s) | to: Term 2 | ☑ Curriculum development ☑ Formalised PLC/PLTs | ☑ PLC/PLT Meeting | ☑ Teaching partners ☑ Leadership partners | |