

2021 Annual Implementation Plan

for improving student outcomes

Woodville Primary School (5049)



WOODVILLE
PRIMARY SCHOOL

Submitted for review by Lynette Vincent (School Principal) on 02 December, 2020 at 07:57 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 20 May, 2021 at 04:31 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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Many of the targets, KIS and actions in the 2020 AIP were not met due to the disruption of COVID. Regional initiatives planned - DSSI Literacy Partners and the Accelerated Reading Project were cancelled at the end of term 1. The DET PLC initiative was delayed until Term 4, and will continue into 2021. In addition many school based activities were either cancelled or significantly curtailed.</p> <p>Staff continued to work together, supported by Leading Teachers, to plan curriculum programs with an emphasis on Literacy and Numeracy. During the first period of remote learning in Term 2 students could access learning remotely using Google classroom and/or with weekly work packs. In Term 3 staff also uploaded videos daily of explicit teaching to provide further support for learning. Classroom teachers and EAL staff delivered programs remotely through Google Classroom. Specialist staff provided support to students in break-out 'rooms' in addition to providing their programs online. Education Support staff continued their roles - either working with PSD students online or providing intervention programs (including LLI, phonological awareness, language support) remotely. All staff were rostered into classroom supervision for students of essential workers once a week. A wide range of welfare activities were also available and staff contacted parents/ carers regularly.</p> <p>Issues with technology during the first period made learning difficult for some students. During term 3 these issues were</p>
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	<p>largely resolved and most students engaged for all or part of the time. It became increasingly difficult towards the end of Term 3 as both parents and students grew weary. Family violence, mental illness and financial stress also impacted some families.</p> <p>We commenced 'Covid catch-up' with Prep and Grade 4 students in Term 4. Very targeted interventions proved successful and helped build student skills and knowledge and improve outcomes.</p> <p>We are not sorry the year is almost over!</p>
<p>Considerations for 2021</p>	<p>Teacher judgements at the end of 2020 indicate a large number of students who did not make the expected growth (i.e. <12 months) in reading, writing and number & algebra. Judgements were based on a range of standardised tests and teacher assessments/observations. Many of these students showed 6 months growth over the year. It is critical that these students be given additional support through the Tutor Learning Initiative enabling them to 'catch-up'. Data analysis will be critical in determining what each child needs, planning programs and monitoring progress. It is expected that these students growth will be at least 1.5 levels of the Victorian Curriculum in English and Mathematics over the course of 2021.</p> <p>Student wellbeing will also be critical. 2020 has been extremely disruptive and unsettling for many of our students and parents/ carers. Whilst the majority of students were happy to return to school there is a much higher level of anxiety and/or stress as they settle back into school. This can be attributed to many factors including major upheavals at home, a fear of having been 'left behind' in learning, friendships not being maintained and so on.</p> <p>Results from staff and parent surveys also dipped considerably in some elements. Staff welfare and wellbeing must be a priority in 2021 along with building community cohesion. On return to school it seemed disjointed as all adjusted to both a return to school and the impact Covid has had on everyone's lives both personally and professionally.</p>
<p>Documents that support this plan</p>	<p>2020 Learning from Home Parent Survey Results_28-11-2020.pdf (0.05 MB) 2020 Learning from Home Student Survey Results_28-11-2020.pdf (0.05 MB) 2020 Parent Opinion Survey.pdf (0.07 MB) Growth over 12 months Sem 2, 2019 to Sem 2 2020.docx (0.06 MB)</p>

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve the learning growth of every student in literacy and numeracy
Target 2.1	<p>By 2022, NAPLAN Benchmark growth will show 80 per cent of students in the middle to high growth bands for writing, reading and numeracy</p> <p><i>2018 Relative growth measure:</i></p> <ul style="list-style-type: none"> • Reading - low growth 50%, medium 36%, high 14% • Writing - low growth 36%, Medium growth 54%, high growth 10% • Numeracy - low growth 22%, medium growth 64%, high growth 14% <p><i>2019 Measure - NAPLAN Benchmark growth - increase the number of students at or above benchmark growth</i></p> <p>2019 figures:</p>

	<ul style="list-style-type: none"> • Reading - above bm 23%, meeting bm 52%, below bm 25% • Writing - above bm 34%, meeting 50%, below bm 16% • Numeracy - above bm 20%, meeting 59%, below bm 22%
<p>Target 2.2</p>	<p>By 2022, teacher judgement will accurately show at least 12 months' growth in 12 months using norms-based assessment for reading and numeracy</p> <ul style="list-style-type: none"> • 2018 - teacher judgements based on a variety of standardised and teacher developed assessments, and anecdotal records. <p>From Semester 2, 2017 to Semester 2, 2018 the percentage of students across the school making less than 12 months growth:</p> <ul style="list-style-type: none"> ○ Reading - 21.5% ○ Writing - 25% ○ Number and algebra - 25%
<p>Target 2.3</p>	<p>By 2022, the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy in Year 3 and 5 to be at or above 25 per cent.</p> <p><i>2018 NAPLAN - % in top Two Bands</i></p> <ul style="list-style-type: none"> • Grade 3 - Reading 47%, Writing 45%, Numeracy 37% • Grade 5 - Reading 31%, Writing 3%, Numeracy 14%

Target 2.4	By 2022 maintain or increase the percentage of students in the combined middle and tops bands of NAPLAN Reading, Writing and Numeracy to or above 80% in Years 3 and 5
Key Improvement Strategy 2.a Building practice excellence	Develop and consistently implement an instructional model that includes High Impact Teaching Strategies in all curriculum areas
Key Improvement Strategy 2.b Evaluating impact on learning	Implement through the Professional Learning Community Process a teacher inquiry model to evaluate the impact of teaching on student learning
Key Improvement Strategy 2.c Building practice excellence	Build teacher capabilities to differentiate teaching to ensure challenge and improved learning outcomes for every student
Goal 3	To improve student voice, agency and leadership outcomes school wide.
Target 3.1	2018 Benchamrk data: 86% endorsement for Student Voice and Agency <ul style="list-style-type: none"> • By 2022, AToSS for Student Voice and Agency will be greater than 90 per cent.

Target 3.2	2018 Benchmark - 94% <ul style="list-style-type: none"> • By 2022, AToSS for Stimulating Learning will be greater than 95 per cent.
Target 3.3	2018 Benchmark data - average absence 16.8 days <ul style="list-style-type: none"> • By 2022 the average number of student absences will be at or less than 14 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Enabling authentic student voice to provide opportunities for students to collaborate and make decisions around their learning
Key Improvement Strategy 3.b Empowering students and building school pride	To develop through the professional development cycle, an understanding and implementation of student voice and agency in the classroom
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen partnerships with parents and the community to support student's learning at school and at home

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students identified through standardised and teacher assessments who made less than 12 months growth in 2020. Participation in Tutor program in 2021 * 1.5 levels of Victorian Curriculum in 2021 in Reading, Writing and Number & Algebra</p> <p>All students - a minimum of 12 months growth</p>
Improve the learning growth of every student in literacy and numeracy	Yes	<p>By 2022, NAPLAN Benchmark growth will show 80 per cent of students in the middle to high growth bands for writing, reading and numeracy</p> <p><i>2018 Relative growth measure:</i></p> <ul style="list-style-type: none"> • Reading - low growth 50%, medium 36%, high 14% • Writing - low growth 36%, Medium growth 54%, high growth 10% • Numeracy - low growth 22%, medium growth 64%, high growth 14% 	<p>NAPLAN Benchmark Growth 2021</p> <ul style="list-style-type: none"> * Reading - 25% above * Writing - 25% above * Numeracy - 25% above <p>(Targets based on NAPLAN results in 2019 and impact of Covid in 2020)</p>

		<p><i>2019 Measure - NAPLAN Benchmark growth - increase the number of students at or above benchmark growth</i></p> <p>2019 figures:</p> <ul style="list-style-type: none"> • Reading - above bm 23%, meeting bm 52%, below bm 25% • Writing - above bm 34%, meeting 50%, below bm 16% • Numeracy - above bm 20%, meeting 59%, below bm 22% 	
		<p>By 2022, teacher judgement will accurately show at least 12 months' growth in 12 months using norms-based assessment for reading and numeracy</p> <ul style="list-style-type: none"> • 2018 - teacher judgements based on a variety of standardised and teacher developed assessments, and anecdotal records. <p>From Semester 2, 2017 to Semester 2, 2018 the percentage of students across the school making less than 12 months growth:</p> <ul style="list-style-type: none"> ○ Reading - 21.5% ○ Writing - 25% ○ Number and algebra - 25% 	<p>All students in the school make a minimum of 12 months growth in Reading, Writing and Number & Algebra</p>

		<p>By 2022, the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy in Year 3 and 5 to be at or above 25 per cent.</p> <p><i>2018 NAPLAN - % in top Two Bands</i></p> <ul style="list-style-type: none"> • Grade 3 - Reading 47%, Writing 45%, Numeracy 37% • Grade 5 - Reading 31%, Writing 3%, Numeracy 14% 	<p>Year 3 NAPLAN 2021- Top 2 Bands</p> <ul style="list-style-type: none"> * Reading - 50% * Writing - 50% * Numeracy - 40% <p>Year 5 NAPLAN 2021 - Top 2 Bands</p> <ul style="list-style-type: none"> * Reading - 50% * Writing - 50% * Numeracy - 25% <p>(Year 5 targets based on results achieved by Year 3 students in 2019 - Top 2 bands: Reading - 57%, Writing - 62%; Numeracy - 44% and 2020 Teacher Judgements)</p>
		<p>By 2022 maintain or increase the percentage of students in the combined middle and tops bands of NAPLAN Reading, Writing and Numeracy to or above 80% in Years 3 and 5</p>	<p>NAPLAN results show less than 20% of Year 3 and 5 students in the bottom two bands in Reading, Writing and Numeracy</p>
<p>To improve student voice, agency and leadership outcomes school wide.</p>	<p>No</p>	<p>2018 Benchamrk data: 86% endorsement for Student Voice and Agency</p> <ul style="list-style-type: none"> • By 2022, AToSS for Student Voice and Agency will be greater than 90 per cent. 	

		2018 Benchmark - 94% <ul style="list-style-type: none"> • By 2022, AToSS for Stimulating Learning will be greater than 95 per cent. 	
		2018 Benchmark data - average absence 16.8 days <ul style="list-style-type: none"> • By 2022 the average number of student absences will be at or less than 14 days. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Students identified through standardised and teacher assessments who made less than 12 months growth in 2020. Participation in Tutor program in 2021 * 1.5 levels of Victorian Curriculum in 2021 in Reading, Writing and Number & Algebra All students - a minimum of 12 months growth	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3	Connected schools priority	Yes

Building communities		
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	Improve the learning growth of every student in literacy and numeracy	
12 Month Target 2.1	NAPLAN Benchmark Growth 2021 * Reading - 25% above * Writing - 25% above * Numeracy - 25% above (Targets based on NAPLAN results in 2019 and impact of Covid in 2020)	
12 Month Target 2.2	All students in the school make a minimum of 12 months growth in Reading, Writing and Number & Algebra	
12 Month Target 2.3	Year 3 NAPLAN 2021- Top 2 Bands * Reading - 50% * Writing - 50% * Numeracy - 40% Year 5 NAPLAN 2021 - Top 2 Bands * Reading - 50% * Writing - 50% * Numeracy - 25% (Year 5 targets based on results achieved by Year 3 students in 2019 - Top 2 bands: Reading - 57%, Writing - 62%; Numeracy - 44% and 2020 Teacher Judgements)	
12 Month Target 2.4	NAPLAN results show less than 20% of Year 3 and 5 students in the bottom two bands in Reading, Writing and Numeracy	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and consistently implement an instructional model that includes High Impact Teaching Strategies in all curriculum areas	No
KIS 2 Evaluating impact on learning	Implement through the Professional Learning Community Process a teacher inquiry model to evaluate the impact of teaching on student learning	Yes
KIS 3 Building practice excellence	Build teacher capabilities to differentiate teaching to ensure challenge and improved learning outcomes for every student	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>KIS 2.a, 2.b and 2.c strongly align with KIS 1.a. They were included in the 2020 AIP and some progress was made. Instructional models, incorporating HITS were introduced at the beginning of 2020, after trialling in 2019. They were then modified for Remote Learning. Teachers are familiar with the models so full implementation in 2021 will allow monitoring and refinement but will not require significant action as they are front and centre in planning documents. Professional reading for staff in Semester 1 2021 is Carol Tomlinson's text - . This was purchased in 2020, but postponed due to Covid. Learning Specialists had led introductory sessions in differentiation in 2019 and our Instructional Models incorporate this however further work is required therefore it is included in the 2021 AIP. In term 4, 2020 a team of staff commenced professional learning through DETs PLC initiative. This will further strengthen PLCs so it is important this is included in our 2021 AIP. Our self-evaluation against the FISO Continua of Practice noted these areas for improvement in 2021:</p> <ul style="list-style-type: none"> * The need for PLCs to observe agreed norms and protocols consistently ensuring a safe place to challenge and improve each other's practice * Use of data to diagnose learning needs, informing future planning - this is particularly important at the end of a cycle of learning where students have not made the expected level of growth <p>These findings are consistent with 2020 School Staff Survey results which were significantly lower in many areas than previous years: (results given include ES staff in addition to teachers). Remote teaching and learning may have influenced results.</p> <ul style="list-style-type: none"> * Collective efficacy 67% positive; 28% neutral * Teacher collaboration 59%/ 39% * Time to share pedagogical content knowledge 53%/41% * Use of data for curriculum planning 88%/6% * Knowledge of pedagogical model 82%/12% * Knowledge of HITS 78%/18% * Use of HITS 88%/6% 	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Students identified through standardised and teacher assessments who made less than 12 months growth in 2020. Participation in Tutor program in 2021 * 1.5 levels of Victorian Curriculum in 2021 in Reading, Writing and Number & Algebra All students - a minimum of 12 months growth
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> * Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support * Strengthen PLCs structures to support teacher collaboration and reflection of strengthen teaching practice * Leading teachers and Learning Specialists will provide coaching/ mentoring/ professional learning on needs basis re HITS implementation * Revisit and strengthen the use of HITS in classrooms, with a focus on Differentiation, Feedback and Metacognition <p>Classroom Level</p> <ul style="list-style-type: none"> * Consistent approaches to formative assessment and frequent low-stakes testing * Build students' self-awareness and metacognitive skills <p>Individual and tailored level</p> <ul style="list-style-type: none"> * With staff input, establish a targeted support program for students * Establish a small group tutoring programs * Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons <p>Tutors employed (2.65 EFT) for the entire year.</p> <ul style="list-style-type: none"> * Professional Learning for tutors re most effective interventions in Reading, Writing and Numeracy * Implementation & monitoring of program
Outcomes	<p>Whole school level</p> <ul style="list-style-type: none"> * Teachers will confidently and accurately identify student learning needs of their students * PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons based on current data * Teachers will consistently and explicitly implement the school's instructional models including HITS to explicitly teach content

	<ul style="list-style-type: none"> * Students will know how lessons are structured and how this supports their learning <p>Classroom Level</p> <ul style="list-style-type: none"> * Teachers will consistently implement the agreed assessment schedule * Teachers and leaders will regularly update data * Teacher will provide regular feedback and monitor student progress using data <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Students in need of targeted academic support or intervention will be identified and supported * Nominated or relevant teachers and leaders will establish intervention/small group tutoring in consultation with classroom teachers <ul style="list-style-type: none"> - Tutor program - LLI - Language Support - Phonological awareness - GRIN - EAL 			
<p>Success Indicators</p>	<p>Whole school level</p> <ul style="list-style-type: none"> * Teachers' formative assessment data and teacher judgement data * Teacher records and observations of student progress * Classroom observations and learning walks demonstrating take up of professional learning strategies <p>Classroom level</p> <ul style="list-style-type: none"> * Documentation and data from formative assessments * A documented assessment schedule and evidence of teachers inputting data and moderating assessments * Data indicating clearly student progress - regular updating of Spreadsheets * Strategic groupings regularly updated * Increased attendance <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Data used to identify students for tailored supports * Assessment data and student surveys from intervention groups * Appointment/staffing of programs * Progress against Individual Education Plans 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

<p>Whole School Level</p> <ul style="list-style-type: none"> * Professional learning in PLCs on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. * Document plans for coaching/mentoring/observation * Monitor the collection and analysis of school-wide data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Classroom level</p> <ul style="list-style-type: none"> * Establish timetable to ensure curriculum essentials are prioritised * Develop an agreed assessment schedule in collaboration with PLC members * Establish processes, including timetables for regular moderation of assessment * Students to plan, organise and effectively manage their learning independently 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <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
<p>Individual and tailored level</p> <ul style="list-style-type: none"> * Establish resourcing for individual and tailored support programs * Establish criteria for identifying students requiring individual and tailored support * Engage with parents/carers to ensure appropriate supports (SSGs) * Schedule times for individual and tailored support to occur 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> * Refine whole school approach to wellbeing including social-emotional learning to consider actions at the leadership, teacher and student levels * Personal and Social Capabilities of the Victorian Curriculum will be explicitly taught and assessed * Ensure all students actively participate in physical activity * Active Schools program 			

	<p>Classroom Level</p> <ul style="list-style-type: none"> * Establish an agreed approach to monitoring and responding to student wellbeing concerns * Build staff capacity to collect, analyse, monitor and respond to student engagement data * Strengthen in-class relationships through peer and group learning activities * Conduct regular check-ins/conferencing with students * Incorporation of brain breaks, exercise in daily programs <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Target counselling for individual students with acute needs * Build relationships and engage with families of at-risk students * Teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them * Wellbeing and Mental Health Coordinator appointed <ul style="list-style-type: none"> - work with individual students/ small groups disengaged and/or with identified mental health conditions - work with teachers to build their capacity in supporting disengaged students and those with mental health conditions - work with parents/ carers to support their children in engaging with school - lead the planning, implementation and monitoring of the Personal and Social Capability across the school enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively.
<p>Outcomes</p>	<p>Whole School Level</p> <ul style="list-style-type: none"> * Teachers will model and are consistent in agreed routines (SWPBS, Respectful Relationships, Buddies) * Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing * Leaders will strengthen engagement with regional and external support agencies * Teachers and leaders will integrate social-emotional learning into school practice, policies and programs <p>Classroom Level</p> <ul style="list-style-type: none"> * Teachers and leaders will use agreed monitoring processes (Accelerus) and leaders will ensure these are visible for staff use * Students will feel supported and engaged in their classrooms and contribute to a strong classroom culture * At-risk students will be identified and receive targeted support in a timely manner * Students will have strong relationships with peers <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate * Families of at-risk students will receive regular communication and support from the school and connected to allied health and mental health services if appropriate * Students will experience more success in classes * Students will have a range of strategies and skills enabling them to build relationships with peers, resolve minor issues independently and learn more efficiently.

Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> * Classroom and peer observations * Observations of changes to classroom practices * Documentation of frameworks, policies or programs * Internal and external professional learning attendance and shared readings for staff are documented * Curriculum documentation reflecting social and emotional learning <p>Classroom Level</p> <ul style="list-style-type: none"> * Students engagement in wellbeing programs (feedback, participation, classroom observations) * Documentation of resources for wellbeing programs * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns * Teacher surveys on effectiveness of programs, referral process * Teacher reports of student wellbeing concerns <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Data used to identify students in need of targeted support * Student pre and post support discussions/ surveys * Documentation of strategies students will use in classes and at school * Student engagement and assessment data from regular classes * Appointment of Wellbeing and Mental Health Coordinator 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> * Develop and include curriculum resources which reflect wellbeing and social-emotional learning focus, including the Personal and Social capability 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Classroom Level</p> <ul style="list-style-type: none"> * Consult with staff on monitoring and referral processes * Document an agreed processes and feedback on these including roles of each member involved in the process * Monitor and refine wellbeing programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p>

<p>* Hold professional learning for staff re implementing wellbeing programs</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>			<p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Individual and Tailored Level * Establish clear referral processes * Provide staff with opportunities to understand first response strategies, when to use the referral process * Establish weekly check-ins with families of at-risk students</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Whole School Level * Active Schools program</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>KIS 3 Building communities</p>	<p>Connected schools priority</p>			
<p>Actions</p>	<p>Whole School Level * Strengthen engagement in regional and network communities of practice * Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Classroom Level * Strengthen relationships with parents/carers/kin and conduct regular pulse checks Individual and Tailored Level * Revise the approach to follow up by working with parents/carers on root causes * Ensure students requiring specific intentions are engaged with external agencies and supports * Ensure the benefits of digital learning continue to be available * Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			
<p>Outcomes</p>	<p>Whole School Level * Teachers will have strong relationships with students and parents/carers/kin * Students and parents/carers/kin will feel as though they belong and are seen</p>			

	<ul style="list-style-type: none"> * The wider community will feel welcome in the school and regularly use school facilities * Leaders will encourage and support staff to actively engage in Network Communities of Practice <p>Classroom Level</p> <ul style="list-style-type: none"> * Teachers will have strong relationships with students and parents/carers/kin * Students will feel connected to their school and have positive attitudes to attendance <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Teachers and support staff will have strong relationships and regularly connect with parents/carers/kin of all students * All students will be connected to resources and learning opportunities 			
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> * Planning documents show increasing use of digital technologies * Whole school surveys (AToSS, Parent Survey) <p>Classroom Level</p> <ul style="list-style-type: none"> * Positive student survey data (internal surveys, AToSS) * Pulse checks with parents/carers/kin * Attendance <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Attendance in intervention/tailored support programs * Number of referrals, documented outcomes of student referral meetings * Frequency of communications with parents/carers/kin * Student perception and survey data * Parent/carer/kin surveys and interviews 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> * Enhance the use of the school grounds and facilities as a community hub for sports and events * Expand community access to school newsletters, social media, and information sessions * Invite local community members and leaders to school open days, assemblies, concerts and other school events * Strengthen relationships with local kindergartens, childcare centres and feeder Secondary Schools 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Classroom Level * Document engagements with parents/carers/kin and follow up when difficult situations arise * Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school level * Professional learning - Understanding poverty	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$12,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve the learning growth of every student in literacy and numeracy			
12 Month Target 2.1	NAPLAN Benchmark Growth 2021 * Reading - 25% above * Writing - 25% above * Numeracy - 25% above (Targets based on NAPLAN results in 2019 and impact of Covid in 2020)			
12 Month Target 2.2	All students in the school make a minimum of 12 months growth in Reading, Writing and Number & Algebra			
12 Month Target 2.3	Year 3 NAPLAN 2021- Top 2 Bands * Reading - 50% * Writing - 50% * Numeracy - 40% Year 5 NAPLAN 2021 - Top 2 Bands * Reading - 50% * Writing - 50% * Numeracy - 25% (Year 5 targets based on results achieved by Year 3 students in 2019 - Top 2 bands: Reading - 57%, Writing - 62%; Numeracy - 44% and 2020 Teacher Judgements)			

12 Month Target 2.4	NAPLAN results show less than 20% of Year 3 and 5 students in the bottom two bands in Reading, Writing and Numeracy
KIS 1 Evaluating impact on learning	Implement through the Professional Learning Community Process a teacher inquiry model to evaluate the impact of teaching on student learning
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> * Participation in DET PLC initiative by a team of teachers - commenced in Term 4 2020 * Professional learning led by this team for all staff with a particular emphasis on SIT (Leadership Team and PLC leaders) * FISO improvement cycle implemented in PLCs * Respectful challenges based on evidence presented * Observations of staff to share expertise and successful practice <p>Classroom Level</p> <ul style="list-style-type: none"> * Use of the improvement cycle to plan, implement and evaluate the effectiveness of teaching in areas identified as priority in PLCs * Incorporation of other HITS into programs <ul style="list-style-type: none"> - Metacognition - students reflect and discuss their learning; challenges, successes - Feedback <ul style="list-style-type: none"> teacher to teacher student to teacher teacher to student peer feedback <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Teachers will reflect and share successes and challenges based on plans developed and implemented * Students and teachers will seek feedback from each other and peers to improve their teaching and learning
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> * Participation in DET PLC initiative by a team of teachers - commenced in Term 4 2020 * Professional learning led by this team for all staff with a particular emphasis on SIT (Leadership Team and PLC leaders) * FISO improvement cycle implemented in PLCs * Respectful challenges based on evidence presented * Observations of staff to share expertise and successful practice <p>Classroom Level</p> <ul style="list-style-type: none"> * Use of the improvement cycle to plan, implement and evaluate the effectiveness of teaching in areas identified as priority in PLCs * Incorporation of other HITS into programs in particular Metacognition and Feedback <p>Individual and Tailored Level</p> <ul style="list-style-type: none"> * Teachers will reflect and share successes and challenges based on plans developed and implemented

	<ul style="list-style-type: none"> * Teacher and student use of feedback to improve teaching * Students will use feedback to improve their learning 			
Success Indicators	<p>Whole school level</p> <ul style="list-style-type: none"> * Student feedback on differentiation, the instructional model, and use of common strategies * Active participation in Professional Reading/ Book Club - Carol Anne Tomlinson and application of strategies agreed in PLCs <p>Classroom level</p> <ul style="list-style-type: none"> * Differentiated resources and curriculum documents used in classrooms * Evidence of student learning at different levels - planning documents, student work <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Differentiated resources used in tailored supports * Progress against collaboratively developed SMARTS goals * Progress on Visual Learning Walls 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> * Participation in DET PLC initiative * PL for all staff with a particular emphasis on the SIT team * Use of FISO improvement cycle in PLCs to plan teaching and learning to meet identified needs of students * 2 hours per week dedicated PLC time 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$52,800.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Classroom Level</p> <ul style="list-style-type: none"> * Implementation and monitoring of improvement cycle to plan and monitor learning growth of students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
KIS 2 Building practice excellence	Build teacher capabilities to differentiate teaching to ensure challenge and improved learning outcomes for every student			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> * Consultants - Literacy and Numeracy to build teacher capacity in effective strategies and differentiation to meet student learning 			

	<p>needs; coaching, mentoring, professional learning</p> <ul style="list-style-type: none"> * Leading teachers and Learning Specialists will provide coaching/ mentoring/ professional learning on needs basis the implementation of curriculum differentiation - in classrooms and PLCs * Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation * Build students' confidence in collaboratively developing SMARTS goals taking account of their next level of challenge <p>Classroom Level</p> <ul style="list-style-type: none"> * Learning Intentions and Success Criteria reflect the diversity of learners and learner capabilities * Weekly planning in PLCs is based on formative assessments and reflects all learner needs * Use of Visual Learning Walls enabling students to track their learning along the continuum <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Plan whole school professional learning on differentiation * Prioritise time for teachers to discuss and adapt strategies working for individual students * Develop, implement and monitor IEPs * Work with ES and other teaching staff to assess learning and map progress against IEP goals
<p>Outcomes</p>	<p>Whole school level</p> <ul style="list-style-type: none"> * Teachers will confidently and accurately identify student learning needs of their students * Teachers will consistently and explicitly implement curriculum differentiation <p>Classroom Level</p> <ul style="list-style-type: none"> * Teacher will provide regular feedback and monitor student progress using data * Students will collaboratively develop SMARTS goals and use Visual Learning Walls to track and celebrate their learning * Teachers will provide students with the opportunity to work at their level using differentiated resources <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Students will work at their level with a suitable level of challenge to advance skills, knowledge and understandings * Students will know what is required to progress their learning * Students will confidently use Visual Learning Walls to plan and track their learning and work with their teacher to set SMARTS goals
<p>Success Indicators</p>	<p>Whole school level</p> <ul style="list-style-type: none"> * Student feedback on differentiation, the instructional model, and use of common strategies * Active participation in Professional Reading/ Book Club - Carol Anne Tomlinson and application of strategies agreed in PLCs <p>Classroom level</p> <ul style="list-style-type: none"> * Differentiated curriculum documents * Evidence of student learning at different levels - planning documents, student work <p>Individual and tailored level</p> <ul style="list-style-type: none"> * Differentiated resources used in tailored supports

* Progress against collaboratively developed SMARTS goals * Progress on Visual Learning Walls				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Level * Provision of time for PLCs to analyse data and plan differentiated learning based on identified student needs * Whole school Professional Reading/ Book Club	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <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
Classroom Level * Teachers will plan and deliver a differentiated learning program which meets the identified needs of learners * Learning Intentions and Success Criteria will reflect the levels of learners in the classroom * Leading teachers will support classroom teachers in implementation and through the provision of feedback *	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Individual and Tailored Level * Build capacity of teachers and students to provide quality feedback to each other to influence both teaching and learning * Students and teachers will collaboratively develop SMARTS goals * Students will track their learning on Visual Learning Walls * Provision of resources to support differentiated programs	<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
Whole School Level * Literacy and Numeracy consultants work staff to build capacity in effective differentiation planning and implementation * Professional learning across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,144.00 <input checked="" 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	\$172,744.00	0.00
Additional Equity funding	\$150,400.00	\$150,400.00
Grand Total	\$323,144.00	\$150,400.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Individual and tailored level * Establish resourcing for individual and tailored support programs * Establish criteria for identifying students requiring individual and tailored support * Engage with parents/carers to ensure appropriate supports (SSGs) * Schedule times for individual and tailored support to occur	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$11,000.00	\$11,000.00
Whole School Level * Develop and include curriculum resources which reflect wellbeing and social-emotional learning focus, including the Personal and Social capability	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Classroom Level * Consult with staff on monitoring and referral processes	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00

<ul style="list-style-type: none"> * Document an agreed processes and feedback on these including roles of each member involved in the process * Monitor and refine wellbeing programs * Hold professional learning for staff re implementing wellbeing programs 	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Whole School Level <ul style="list-style-type: none"> * Active Schools program 	from: Term 1 to: Term 4		\$6,000.00	\$0.00
Classroom Level <ul style="list-style-type: none"> * Document engagements with parents/carers/kin and follow up when difficult situations arise * Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events 	from: Term 1 to: Term 4		\$3,000.00	
Whole school level <ul style="list-style-type: none"> * Professional learning - Understanding poverty 	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$12,300.00	\$12,300.00
Whole School Level <ul style="list-style-type: none"> * Participation in DET PLC initiative * PL for all staff with a particular emphasis on the SIT team * Use of FISO improvement cycle in PLCs to plan teaching and learning to meet identified needs of students * 2 hours per week dedicated PLC time 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$52,800.00	\$52,800.00
Classroom Level <ul style="list-style-type: none"> * Teachers will plan and deliver a differentiated learning program which meets the identified needs of learners * Learning Intentions and Success Criteria will reflect 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$16,500.00	\$16,500.00

the levels of learners in the classroom * Leading teachers will support classroom teachers in implementation and through the provision of feedback *				
Whole School Level * Literacy and Numeracy consultants work staff to build capacity in effective differentiation planning and implementation * Professional learning across the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Curriculum Consultants	\$67,144.00	\$67,144.00
Totals			\$172,744.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning * courses * resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$19,800.00	\$19,800.00
Purchase of additional technology * computers * iPads * ICT secure storage	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Assets	\$90,000.00	\$90,000.00
English * curriculum consumables * non-curriculum consumables	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
Library resources	from: Term 1	<input checked="" type="checkbox"/> Assets	\$7,000.00	\$7,000.00

	to: Term 4			
Numeracy * curriculum consumables * non-curriculum consumables	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$6,500.00	\$6,500.00
Science and STEM - resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$3,500.00	\$3,500.00
Student engagement * Everyday counts celebrations * Badges - SRC, School Captains	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Supplies to celebrate Everyday counts Badges for SRC	\$4,500.00	\$4,500.00
Student Voice and agency * Curriculum and non-Curriculum consumables	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Kitchen Garden and Cooking Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,500.00	\$10,500.00
Prep Transition	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$600.00	\$600.00
Totals			\$150,400.00	\$150,400.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Level * Develop and include curriculum resources which reflect wellbeing and social-emotional learning focus, including the Personal and Social capability	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationship coordinators <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
Whole school level * Professional learning - Understanding poverty	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Hawker Brownlow - Understanding poverty trainer	<input checked="" type="checkbox"/> On-site
Whole School Level * Participation in DET PLC initiative * PL for all staff with a particular emphasis on the SIT team * Use of FISO improvement cycle in PLCs to plan teaching and learning to meet identified needs of students * 2 hours per week dedicated	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources PLC initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

PLC time					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Whole School Level</p> <p>* Literacy and Numeracy consultants work staff to build capacity in effective differentiation planning and implementation</p> <p>* Professional learning across the school</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Numeracy Consultant Literacy consultant <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site