2020 Annual Implementation Plan

for improving student outcomes

Roxburgh Homestead Primary School (5443)

Submitted for review by Patrick Lynch (School Principal) on 17 February, 2020 at 12:45 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 18 February, 2020 at 10:34 AM
Endorsed by Jacqui Ferguson-McLellan (School Council President) on 21 February, 2020 at 03:06 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding

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

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

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

Enter your reflective comments	Excellence in Teaching and Learning Implementation of the improvement cycle as an introduction to PLCs Middle leaders have engaged in PLC training and are prepared to disseminate learning in 2020 The building of capacity of learning specialists to support practice excellence Data literacy has been an area of professional learning by making the data visible Teachers have engaged in professional learning to support student need particularly with our pedagogical model Positive Climate for Learning greater consideration of student feedback with regard to the positive climate for learning implementation of a positive climate vison and an expected behaviours matrix extrinsic rewards system to support expected behaviours leadership roles for students allocated and greater opportunities for student leadership to support the school goals greater opportunities for students to reflect on their learning and to provide feedback on their learning

	Greater emphasis on positive climate and student wellbeing at the teacher planning level community events established across the year to celebrate student learning and make community connections Community engagement in learning
Considerations for 2020	Excellence in Teaching and Learning Continual emphasis on at least 12 months growth for all students in literacy and numeracy identifying and focusing on at level and above level students continuing on an improvement trajectory The precision of PLC culture Further development of our pedagogical model and best practice in literacy and numeracy Positive Climate for Learning Authentic student voice used throughout the school to enhance relationships and inform teacher practice Integrating strategies to enhance psychological well-being through curriculum Community engagement in learning Provide parents/carers with opportunities to work with school around family engagement Creating opportunities for students to engage with young people from different cultures and backgrounds Professional leadership Providing out school community with a voice in developing shared vision for the school
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.
Target 1.1	By 2022 improve the percentage of positive responses for the following Attitudes to School Survey factors: • Student voice & agency from 69% to 80% • Stimulated learning from 85% to 90% • Self regulation & goal setting from 89% to 92%
Target 1.2	By 2022 reduce the average days absent per student F-6 from 19 days absent (average 2014-2016) to 17 days. *(NB. In 2017 the average days absent was 24.5 days)*
Key Improvement Strategy 1.a Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.
Key Improvement Strategy 1.b Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.
Key Improvement Strategy 1.c Setting expectations and promoting inclusion	Develop an attendance committee to develop policies and processes, to improve attendance.
Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.

Target 2.1	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 3: • Numeracy from 25% to 30% • Reading from 35% to 40% • Writing from 48% to 51%
Target 2.2	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 5: • Numeracy from 17% to 21% • Reading from 26% to 30% • Writing from 13% to 17%
Target 2.3	By 2022 improve the percentage of positive responses on the School Climate module of the Staff Survey for the following factors: • Teacher collaboration from 67% to 85% • Guaranteed and viable curriculum 69% to 85% • Academic emphasis from 50% to be finalised 65%
Target 2.4	By 2022 improve learning growth at each year level using school based benchmark data from PAT R & M ensuring growth targets are set and met each year.
Key Improvement Strategy 2.a	Document and embed a sequential curriculum.

Curriculum planning and assessment	
Key Improvement Strategy 2.b Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.
Key Improvement Strategy 2.c Building practice excellence	Embed the PLC culture within the school.
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.
Goal 3	Build student resilience and enhance wellbeing.
Target 3.1	By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: • Teacher concern from 80% to 85% • Resilience from 80% to 85% • Respect of diversity 78% to 83% • Sense of confidence 80% to 85%
Target 3.2	By 2022 improve the percentage of positive repsonses on the Parent Survey for overall satisfaction from 68% to 73%
Key Improvement Strategy 3.a	Implement school wide positive behavior support with fidelity.

Setting expectations and promoting inclusion	
Key Improvement Strategy 3.b Empowering students and building school pride	Implement a whole school approach to social and emotional learning.
Key Improvement Strategy 3.c Parents and carers as partners	Build parent partnerships.

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.
Activate student voice, agency and leadership to empower students to learn and achieve.	Yes	By 2022 improve the percentage of positive responses for the following Attitudes to School Survey factors: • Student voice & agency from 69% to 80% • Stimulated learning from 85% to 90% • Self regulation & goal setting from 89% to 92%	Student voice & agency from 73% to 75% Stimulated learning from 86% to 89% Self-regulation & goal setting from 88% to 90%*
		By 2022 reduce the average days absent per student F-6 from 19 days absent (average 2014-2016) to 17 days. *(NB. In 2017 the average days absent was 24.5 days)*	Reduce the average days absent per student F-6 from 25.2 days to 22.5 days
Improve achievement and learning growth for all students in literacy and numeracy.	Yes	By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 3: • Numeracy from 25% to 30% • Reading from 35% to 40% • Writing from 48% to 51%	Numeracy from 31% to 33% Reading from 42% to 44% Writing from 52% to 54%

		By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 5: • Numeracy from 17% to 21% • Reading from 26% to 30% • Writing from 13% to 17%	Numeracy from 17% to 19% Reading from 17% to 24% Writing from 14% to 15%
		By 2022 improve the percentage of positive responses on the School Climate module of the Staff Survey for the following factors: • Teacher collaboration from 67% to 85% • Guaranteed and viable curriculum 69% to 85% • Academic emphasis from 50% to be finalised 65%	Teacher collaboration from 54% to 70% Guaranteed and viable curriculum 80% to 83% The academic emphasis from 58% to 63%
		By 2022 improve learning growth at each year level using school based benchmark data from PAT R & M ensuring growth targets are set and met each year.	PATr percentage of students indicating at least 12 months growth in reading F N/A G1 29% to 34%* G2 39% to 43%* G3 40% to 45%* G4 42% to 47% G5 38% to 43% G6 52% to 57% PATm percentage of students indicating at least 12 months growth in PATm F N/A G1 79% to 84%*

			G2 47% to 52%* G3 31% to 36%* G4 34% to 39% G5 8% to 13% G6 10% to 15% * indicates that data was not collected in the previous year. PATr 2019 % of students at or above the expected level for PATr Grade 3: 51% at or above to 56% Grade 4: 30% at or above to 35% Grade 5: 33% at or above to 38% Grade 6: 58% at or above to 63% PATm 2019 % of students at or above the expected level for PATm Grade 1: 79% - Maintain Grade 2: 47% to improve to 52% Grade 3: 31% to 36% Grade 4: 20.5% to 25.5% Grade 5: 14% to 19% Grade 6: 27% to 32%
Build student resilience and enhance wellbeing.	Yes	By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: • Teacher concern from 80% to 85% • Resilience from 80% to 85% • Respect of diversity 78% to 83%	Teacher concern from 83% to 84% Resilience from 83% to 84% Respect of diversity 81% to 82% Sense of confidence 79% to 81%

		• Sense of confidence 80% to 85%	
		By 2022 improve the percentage of positive repsonses on the Parent Survey for overall satisfaction from 68% to 73%	Overall Satisfaction from Parent Opinion Survey from 77% to 80%

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.	
12 Month Target 1.1	Student voice & agency from 73% to 75% Stimulated learning from 86% to 89% Self-regulation & goal setting from 88% to 90%*	
12 Month Target 1.2	Reduce the average days absent per student F-6 from 25.2 days to 22.5 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.	Yes
KIS 2 Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.	No

KIS 3 Setting expectations and promoting inclusion	Develop an attendance committee to develop policies and processes, to improve attendance.	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.	Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student attendance data. Currently we have 25.2 average school student absence. This data is of further concern when compared to like schools. This finding was consistent with our School Review in 2018, Our school COMPASS data, feedback given by staff around assessment and reporting, and our 2019 Panorama. Selection of this KIS builds on our 2018 and 2019 focus around developing a Positive Climate for Learning and creating a more engaging curriculum and school environment.	

Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.
12 Month Target 2.1	Numeracy from 31% to 33% Reading from 42% to 44% Writing from 52% to 54%
12 Month Target 2.2	Numeracy from 17% to 19% Reading from 17% to 24% Writing from 14% to 15%
12 Month Target 2.3	Teacher collaboration from 54% to 70% Guaranteed and viable curriculum 80% to 83% The academic emphasis from 58% to 63%
12 Month Target 2.4	PATr percentage of students indicating at least 12 months growth in reading F N/A G1 29% to 34%* G2 39% to 43%* G3 40% to 45%* G4 42% to 47% G5 38% to 43% G6 52% to 57% PATm percentage of students indicating at least 12 months growth in PATm

F N/A
G1 79% to 84%*
G2 47% to 52%*
G3 31% to 36%*
G4 34% to 39%
G5 8% to 13%
G6 10% to 15%

* indicates that data was not collected in the previous year.

PATr 2019
% of students at or above the expected level for PATr
Grade 3: 51% at or above to 56%
Grade 4: 30% at or above to 35%
Grade 5: 33% at or above to 38%
Grade 6: 58% at or above to 63%

PATm 2019
% of students at or above the expected level for PATm
Grade 1: 79% - Maintain
Grade 2: 47% to improve to 52%
Grade 3: 31% to 36%
Grade 4: 20.5% to 25.5%
Grade 5: 14% to 19%
Grade 6: 27% to 32%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Document and embed a sequential curriculum.	No
KIS 2	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.	Yes

Building practice excellence		
KIS 3 Building practice excellence	Embed the PLC culture within the school.	Yes
KIS 4 Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.	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.	Our self-evaluation against the FISO Continua of Practice noted that we have work to ensure that each student achieves 12 months growth. Students continuing on a positive achievement trajectory in numeracy and literacy. Currently NAPLAN suggest that we need to improve the number of grade 5 students in the top two bands in literacy and numeracy. This data is of further concern when compared to like schools. This finding was consistent with our School Review in 2018, 2019 Panorama NAPLAN comparison to Teacher Judgement data, data walls and school internal data sets. Selection of this KIS builds on our 2018 and 2019 focus around developing evidence based pedagogy, sequential curriculum, PLC culture, using data and evidence to plan targeted teaching.	
Goal 3	Build student resilience and enhance wellbeing.	
12 Month Target 3.1	Teacher concern from 83% to 84% Resilience from 83% to 84% Respect of diversity 81% to 82% Sense of confidence 79% to 81%	
12 Month Target 3.2	Overall Satisfaction from Parent Opinion Survey from 77% to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement school wide positive behavior support with fidelity.	Yes
KIS 2	Implement a whole school approach to social and emotional learning.	Yes

Empowering students and building school pride		
KIS 3 Parents and carers as partners	Build parent partnerships.	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.	Our self-evaluation against the FISO Continua of Practice noted that we have work to continue the work of SWPBS. Attitude to school survey indicates that we need to improve the positive responses for teacher concern, resilience, Respect for Diversity and Sence of Confidence. Self Assessment of Staff Survey suggests a high need to continue to improve in this area. This finding was consistent with our School Review in 2018, 2019 Panorama and school internal data sets. Selection of this KIS builds on our 2018 and 2019 focus around developing SWPBS and curriculum links, respectful relationships, approaches to social and emotional learning.	

Define Actions, Outcomes and Activities

Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.
12 Month Target 1.1	Student voice & agency from 73% to 75% Stimulated learning from 86% to 89% Self-regulation & goal setting from 88% to 90%*
12 Month Target 1.2	Reduce the average days absent per student F-6 from 25.2 days to 22.5 days
KIS 1 Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.
Actions	co-design leadership opportunities empower students to have a democratic voice in the running of the communities in which they learn co-design opportunities for students to exercise authentic agency in their own learning build school pride and connectedness
Outcomes	Leaders will; lead the SIT team build staff understanding and operational definition of what student voice and agency looks like at RHPS guide goal setting in relation to PDPs provide professional learning opportunities for staff monitor the implementation of SVA in planning and in the classroom through feedback cycles Teachers will; deliver the survey in a consistent approach plan using an SVA lens provide opportunities for genuine feedback with students conferencing opportunities for co-constructed goals setting and two-way feedback provide opportunities for collaboration with peers plan and implement opportunities for deep thinking & problem solving empower students to set goals direct their learning by using feedback and self-reflection to make goals

	explore leadership in classrooms through inquiry-based learning Students will; have an understanding as to the leadership opportunities across the school have an understanding of to the vocabulary used in the survey have an understanding as to their learning goals have opportunities to give feedback to their teachers
Success Indicators	Improved positive responses in the following data sets Student voice & agency from 69% to 80% Stimulated learning from 85% to 90% Self regulation & goal setting from 89% to 92%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students will have opportunities to discuss their learning goals and achievement with their parents	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Team leaders will develop consistent approach to conducting the Attitude to School Survey	☑ Sub School Leader/s ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Opportunities for students to have academic conferences with their teachers	☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Whole staff professional development around Student Voice and Agency	☑ All Staff	☑ PLP Priority	from: Term 1	$67,280.00

				to: Term 4	☑ Equity funding will be used
Teacher peer observation with Student, Voice and Agency lens	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$9,280.00 ☐ Equity funding will be used	
Leadership learning walks with Student, Voice and Agency lens	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$57,270.00 ☑ Equity funding will be used	

KIS 2 Setting expectations and promoting inclusion	Develop an attendance committee to develop policies and processes, to improve attendance.
Actions	develop policies and processes to improve community attendance maintain an energised and focused learning environment build quality relationships that enhance student engagement, self-confidence and growth as a learner build school pride and connectedness
Outcomes	Leaders will: -amend, review an develop attendance policy -work in a CoP on attendance -liaise with Ben Johnstone-McCloud -create opportunities for celebrations of the individual student and school achievements -develop authentic and positive connections with parents/carers and the broader community to strengthen social ties, care and support for students Teachers will: -provided learning intentions and success criteria to support student achievement of learning goals

	-provide engaging resources -maximise time that students are engaged and on task -teachers using a range of tools to receive regular student feedback on classroom climate. Students will: -demonstrate genuine interest in, and values, all students co-designs, with the students, learning and behaviour norms and protocols -engage in one-on-one conversations with students to build and enhance productive relationships
Success Indicators	Reduce the average days absent per student F-6 from 25.2 days to 23.5 days

Activities and Milestones	Who	Is this a PL Priority	When	Budget
amend, review an develop attendance policy	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$32,280.00 ☐ Equity funding will be used
Continue with Network CoP to address school attendance	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$32,280.00 ☑ Equity funding will be used
Engage in Professional Learning and research with regard to engagement and attendance	☑ Leadership Team ☑ Leading Teacher(s) ☑ Team Leader(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$32,280.00 ☑ Equity funding will be used
Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.			

12 Month Target 2.1	Numeracy from 31% to 33% Reading from 42% to 44% Writing from 52% to 54%
12 Month Target 2.2	Numeracy from 17% to 19% Reading from 17% to 24% Writing from 14% to 15%
12 Month Target 2.3	Teacher collaboration from 54% to 70% Guaranteed and viable curriculum 80% to 83% The academic emphasis from 58% to 63%
12 Month Target 2.4	PATr percentage of students indicating at least 12 months growth in reading F N/A G1 29% to 34%* G2 39% to 43%* G3 40% to 45%* G4 42% to 47% G5 38% to 43% G6 52% to 57% PATm percentage of students indicating at least 12 months growth in PATm F N/A G1 79% to 84%* G2 47% to 52%* G3 31% to 36%* G4 34% to 39% G5 8% to 13% G6 10% to 15% * indicates that data was not collected in the previous year. PATr 2019 % of students at or above the expected level for PATr Grade 3: 51% at or above to 56%

	Grade 4: 30% at or above to 35% Grade 5: 33% at or above to 38% Grade 6: 58% at or above to 63% PATm 2019 % of students at or above the expected level for PATm Grade 1: 79% - Maintain Grade 2: 47% to improve to 52% Grade 3: 31% to 36% Grade 4: 20.5% to 25.5% Grade 5: 14% to 19% Grade 6: 27% to 32%
KIS 1 Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.
Actions	School to employ senior research fellow to support professional learning with regard to implementing an evidence-based pedagogical model 'Dialogic Approach' in classroom practice across all curriculum areas Curriculum leaders to disseminate and emphasize dialogic approaches in all planning sessions and ensure delivery into classroom practice Develop teaching and learning handbook to support shared understanding of teaching approaches and beliefs Implement best practice from Leading Literacy Consider the engagement in Leading Mathematics Use key resources such as Literacy and Numeracy Toolkits as evidence-based resources to support teaching and learning EAL coordinator to engage in department EAL initiatives and professional learning Further emphasis on EAL curriculum and best-researched practice Teaching and learning teams supported by LT/LS will develop precision in PLCs, using data and develop capacity in best-researched practice Peer feedback loops to support building capacity and consistency of practice Weekly learning walks by leaders to monitor consistency of planning and practice
Outcomes	Leaders will; develop documentation which outlines our teaching and learning model 'how we teach at Homestead' develop an organisational structure and timeline which support PLCs utilise human resources (LTs/LS) to support planning teams lead AIPAT and a key body to drive the AIP

disseminated professional learning with regard to the pedagogical model, best practice of literacy/numeracy and PLC training
provide schedules for feedback loops
attend network / regional meeting and disseminate relevant information
buffer distractions for emphasis on teaching and learning
provide a positive climate for learning with an emphasis on teaching and learning

Teachers will;
develop and implement their practice focusing on explicit instruction underpinned by a dialogic approach to support all learners, create collaboration and extend student's learning in all areas of the curriculum.
have a shared understanding and apply the teaching and learning handbook in practice
build capacity in working in a PLC
participate in feedback loops and act upon feedback
provide a positive climate for learning

Students will:
develop the ability to interact in a dialogic classroom community, develop their vocabulary and have their thinking challenged.
have an understanding as to the types of practices teachers implement to support learning
have the opportunity to develop and have clarity as to their learning goals
have a greater opportunity to feel connected to their school through leadership and feedback opportunities

Success Indicators	PATr improve the percentage of students indicating at least 12 months growth in reading PATm improve the percentage of students indicating at least 12 months growth in numeracy Students indicating growth in BAS reading assessments Students indicating growth maths essential assessment

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Continue to embed pedagogical model through workshops and support at the PLC	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00

				☑ Equity funding will be used
Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used
Continue to make links between the pedagogical model and EAL best research practice across all teaching disciplines	☑ Leadership Team ☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used
Refer to best research practice (HITS) when addressing student and teacher need at PLC	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Embed the PLC culture within the school.
Actions	The school will continue with improvement cycles at team planning SIT / AIPAT will be involved in PLC training using this as a vehicle to lead school improvement Team leaders will continue to drive PLC at the team level School is involved in PLC training with DET The leadership team is attached to Network PLC CoP model PLCs at all levels of the school

Outcomes	Leaders will; completed PLC training (DET) provide an organisational structure and professional development which supports PLC implementation monitor progress of PLC through PDP be members of SIT/AIPAT and use the PLC model to drive improvements in School Climate Teachers will; use improvement cycles to plan target differentiated learning use Problems of Practice and document at the team level to indicate growth in teachers and students will be members of SIT and use the PLC model to drive improvements in School Climate Students will; achieve high growth in Literacy and Numeracy show positive responses in ATSS
Success Indicators	Increased student performance indicated in school-based data sets, Data walls indicating student growth, PAT Maths & Reading showing longitudinal growth, students indicating growth in F&P benchmarking, students showing growth in math topics through Essential Assessment improved precision in PLC indicated by AAs Documented evidence of Improvement Cycles and PoP Improved teacher capacity indicated in teacher PDP mid and end cycle

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to embed pedagogical model through workshops and support at the PLC	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used
Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used

Continue to make links between the pedagogical model and EAL best research practice across all teaching disciplines	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used
Refer to best research practice (HITS) when addressing student and teacher need at PLC	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used

KIS 3 Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.
Actions	Embed a culture of PLC at all levels of team planning Ensure consistent modes of assessment across the school Data walls used as a mode of assessment to monitor progress Further development of formative assessments Greater moderation of student work samples Ensuring an embedded assessment schedule
Outcomes	Leaders will; use whole school data sets to monitor student growth and to place resourcing Teachers will; apply PoP at PLC and action classroom practice develop the capacity in applying assessment to practice have a deep level understanding of their student ZPD and continuums of learning apply formative assessments as a regular practice apply differentiated collaborative groups to support instruction Students will: have an an understanding of their learning goals and where to next

	have further agency in their learning

Success Indicators	Data walls showing growth throughout the year Pre Post assessments indicating student growth PATr and PATm as longitudinal measures to monitor student growth PDPs indicating growth in teacher capacity in using data sets to apply teaching interventions AAs indicating PLC with greater precision NAPLAN relative growth shifting

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Update and refine assessment schedule	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$40,280.00 ☑ Equity funding will be used
Develop an organisational design to support PLC	☑ Leadership Team ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$40,280.00 ☑ Equity funding will be used
Continued professional learning on data literacy at cohort level	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used

Team leaders to develop capacity to lead PLCs	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,280.00 ☑ Equity funding will be used

Goal 3	Build student resilience and enhance wellbeing.
12 Month Target 3.1	Teacher concern from 83% to 84% Resilience from 83% to 84% Respect of diversity 81% to 82% Sense of confidence 79% to 81%
12 Month Target 3.2	Overall Satisfaction from Parent Opinion Survey from 77% to 80%
KIS 1 Setting expectations and promoting inclusion	Implement school wide positive behavior support with fidelity.
Actions	Empower students to have a democratic voice in the running of the communities in which they learn Co-design leadership opportunities Co-design opportunities for students to exercise authentic agency in their own learning Teachers build school pride and connectedness
Outcomes	Leaders will- Develop opportunities for students to initiate school events, and to engage in planning and facilitating them Develop opportunities for students to build partnerships that connect learning within and beyond the school Develop a curriculum for teacher to use to deliver regarding PBIS and SEL Teachers will- consider students' backgrounds, interests and needs to create authentic and meaningful learning opportunities involved students in curriculum planning and implementation deliver PCL curriculum planning and implementation

	promote and celebrate of individual student and school achievements
	Provide forums for students to celebrate their learning at cohort meetings, assemblies, etc
	Students will-
	presenting their own ideas, opinions, knowledge and experience
	students participating in whole school decision making
	have leadership opportunities (P-6)
	take ownership of their learning by identifying strategies that support them to attain learning goals
	engage with the school community in different forums
	become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks
	reflect on the effectiveness of their learning and plan for future development
	negotiate assessment methods and criteria matched to their learning goals
	students to share and exhibit the outcomes of their learning with the school community and beyond.
Success Indicators	AtoSS
	Parent opinion survey- Positive endorsement section
	SLC participation
	Attendance
	Learning Expos
	Decrease in incident reports (Compass)
	Documented curriculum

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PCL curriculum developed and implemented in classes	☑ Education Support ☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$27,280.00 ☑ Equity funding will be used
Developing leadership opportunities including SRC, School and House captains, Kids Cafe, assembly monitors, outdoor activity leaders etc	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$27,280.00 ☑ Equity funding will be used

Student Lead Conferences having a stronger emphasis on authentic student goals	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$27,280.00 ☑ Equity funding will be used
Cohort meetings and assemblies all having a focus on PBIS language and acknowledgement	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$27,280.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Implement a whole school approach to social and emotional learning.
Actions	Empower students to have a democratic voice in the running of the communities in which they learn Co-design leadership opportunities Co-design opportunities for students to exercise authentic agency in their own learning Teachers build school pride and connectedness
Outcomes	Leaders will- Develop opportunities for students to initiate school events, and to engage in planning and facilitating them Develop opportunities for students to build partnerships that connect learning within and beyond the school Develop a curriculum for teacher to use to deliver regarding PBIS and SEL Teachers will- consider students' backgrounds, interests and needs to create authentic and meaningful learning opportunities involved students in curriculum planning and implementation deliver PCL curriculum planning and implementation promote and celebrate of individual student and school achievements Provide forums for students to celebrate their learning at cohort meetings, assemblies, etc Students will-

presenting their own ideas, opinions, knowledge and experience
students participating in whole school decision making
have leadership opportunities (P-6)
take ownership of their learning by identifying strategies that support them to attain learning goals
engage with the school community in different forums
become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks
reflect on the effectiveness of their learning and plan for future development
negotiate assessment methods and criteria matched to their learning goals
students to share and exhibit the outcomes of their learning with the school community and beyond

Success Indicators	AtoSS Parent opinion survey- Positive endorsement section SLC participation Attendance Decrease in incident reports (Compass) Documented curriculum

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
PCL curriculum developed and implemented in classes	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$27,280.00 ☐ Equity funding will be used
Student Lead Conferences having a stronger emphasis on authentic student goals related to PBIS	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$27,280.00 ☐ Equity funding will be used
Cohort meetings and assemblies all having a focus on PBIS language and acknowledgement	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$27,280.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$754,310.00	$754,310.00
Additional Equity funding	$0.00	$0.00
Grand Total	$754,310.00	$754,310.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Whole staff professional development around Student Voice and Agency	from: Term 1 to: Term 4	☑ School-based staffing	$67,280.00	$67,280.00
Leadership learning walks with Student, Voice and Agency lens	from: Term 1 to: Term 4	☑ School-based staffing	$57,270.00	$57,270.00
Continue with Network CoP to address school attendance	from: Term 1 to: Term 4	☑ School-based staffing	$32,280.00	$32,280.00
Engage in Professional Learning and research with regard to engagement and attendance	from: Term 1 to: Term 4	☑ School-based staffing	$32,280.00	$32,280.00

Continue to embed pedagogical model through workshops and support at the PLC	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Continue to make links between the pedagogical model and EAL best research practice across all teaching disciplines	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Refer to best research practice (HITS) when addressing student and teacher need at PLC	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Continue to embed pedagogical model through workshops and support at the PLC	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$40,280.00	$40,280.00
Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$40,280.00	$40,280.00
Continue to make links between the pedagogical model and EAL best research practice across all teaching disciplines	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Refer to best research practice (HITS) when addressing student and teacher need at PLC	from: Term 1	☑ School-based staffing	$40,280.00	$40,280.00

	to: Term 4			
Update and refine assessment schedule	from: Term 1 to: Term 1	☑ School-based staffing	$40,280.00	$40,280.00
Develop an organisational design to support PLC	from: Term 1 to: Term 1	☑ School-based staffing	$40,280.00	$40,280.00
Continued professional learning on data literacy at cohort level	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
Team leaders to develop capacity to lead PLCs	from: Term 1 to: Term 4	☑ School-based staffing	$40,280.00	$40,280.00
PCL curriculum developed and implemented in classes	from: Term 1 to: Term 4	☑ School-based staffing	$27,280.00	$27,280.00
Developing leadership opportunities including SRC, School and House captains, Kids Cafe, assembly monitors, outdoor activity leaders etc	from: Term 1 to: Term 4	☑ School-based staffing	$27,280.00	$27,280.00
Student Lead Conferences having a stronger emphasis on authentic student goals	from: Term 1 to: Term 3	☑ School-based staffing	$27,280.00	$27,280.00

Totals			$754,310.00	$754,310.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Team leaders will develop consistent approach to conducting the Attitude to School Survey	☑ Sub School Leader/s ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Departmental resources ATOS Advice, Amplify	☑ On-site
Opportunities for students to have academic conferences with their teachers	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Departmental resources Peer observation guide	☑ On-site
Whole staff professional development around Student Voice and Agency	☑ All Staff	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources Amplify, Practice Principles, Observation guide, PBIS	☑ On-site
amend, review an develop attendance policy	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Bastow program/course ☑ Departmental resources	☑ On-site

			☑ Student voice, including input and feedback		SWBPS, Network CoP	
Continue with Network CoP to address school attendance	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Network Professional Learning ☑ Communities of Practice ☑ Area Principal Forums	☑ Bastow program/course ☑ External consultants Strategies may come from Ben Johnston McLoud and or Network CoP ☑ Practice Principles for Excellence in Teaching and Learning	☑ Off-site Area forums, Network meetings
Engage in Professional Learning and research with regard to engagement and attendance	☑ Leadership Team ☑ Leading Teacher(s) ☑ Team Leader(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Network Professional Learning ☑ Communities of Practice ☑ Area Principal Forums	☑ Bastow program/course ☑ External consultants Strategies may come from Ben Johnston McLoud and or Network CoP ☑ Practice Principles for Excellence in Teaching and Learning	☑ Off-site Area forums, Network meetings
Continue to embed pedagogical model through workshops and support at the PLC	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ External consultants Dr Julie Hamston ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ External consultants Dr Julie Hamston ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continue to make links between the pedagogical model and EAL best research practice across all teaching disciplines	☑ Leadership Team ☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ External consultants Dr Julie Hamston	☑ On-site
Refer to best research practice (HITS) when addressing student and teacher need at PLC	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Continue to embed pedagogical model through workshops and support at the PLC	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

			☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs		☑ Departmental resources Pedagogical Model	
Continue to upskill middle leaders with the pedagogical model ensuring this learning is disseminated into planning and classroom practice	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ External consultants Dr Julie Hamston	☑ On-site
Refer to best research practice (HITS) when addressing student and teacher need at PLC	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources PLC Anita Calore ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop an organisational design to support PLC	☑ Leadership Team	from: Term 1	☑ Planning	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

	☑ School Improvement Team	to: Term 1			☑ Departmental resources Anita Calore	
Team leaders to develop capacity to lead PLCs	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources Anita Calore ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
PCL curriculum developed and implemented in classes	☑ Education Support ☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Respectful Relationships. PBIS, etc ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Student Lead Conferences having a stronger emphasis on authentic student goals	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Respectful Relationships. PBIS, etc	☑ On-site

			☑ Student voice, including input and feedback	☑ PLC/PLT Meeting		
Cohort meetings and assemblies all having a focus on PBIS language and acknowledgement	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Respectful Relationships. PBIS, etc	☑ On-site
PCL curriculum developed and implemented in classes	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Respectful Relationships. PBIS, etc ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Student Lead Conferences having a stronger emphasis on authentic student goals related to PBIS	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources Respectful Relationships. PBIS, etc	☑ On-site
Cohort meetings and assemblies all having a focus on PBIS language and acknowledgement	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Respectful Relationships. PBIS, etc	☑ On-site