**2020 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Lightning Reef Primary School (5541)



**Self-evaluation Summary - 2020**

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|  | 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 | Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding moving towards Excelling |
|  | Instructional and shared leadership | Embedding moving towards Excelling |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | We are moving from Evolving to Embedding with strength in most areas. This is evident from the data reported in the 2019 School Performance Report- having progressed from Renew (from Transform 2017) to Stretch in 2019! |
| **Considerations for 2020** | Collect and use data to inform student Behaviour Support Plans High expectations for all students with regard to learning and behaviour Teachers to take more control of the use of data to inform teaching Consistency of outcomes assessment against results/feedback provided to families  Global Citizenship and Sustainability to be included in curriculum Increase parent confidence and commitment to being an equal partner in their child's learning Increase opportunities for students not in a leadership position to have a voice Increase opportunities for students to co-construct tasks and programming that relates to their interests Increase opportunities for students to assess their own and others learning |
| **Documents that support this plan** | Attendance Improvement Plan.doc (0.22 MB) BehaviourSupport Plan template 2019.docx (0.04 MB) Declan Kilner Koori Term 3.docx (0.03 MB) Nathan Rutherford.docx (0.12 MB) Parent Meeting Template.docx (0.12 MB) Re-engagement Planning Matrix Example.doc (0.05 MB) Reengagement plan template.docx (0.04 MB) |

**SSP Goals Targets and KIS**

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| Goal 1 | Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* |
| Target 1.1 | By 2022 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be 25% or greater.  By 2022 the percentage of students making high relative learning growth from Year 3 to Year 5 on NAPLAN writing, to be 18% or greater. |
| Target 1.2 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN reading will increase from 7% to 25%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 13% to 28%. |
| Target 1.3 | By 2022 the percentage of students making high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 25% or greater. |
| Target 1.4 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN numeracy will increase from 3% to 20%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN numeracy will increase from 13% to 21%. |
| Target 1.5 | By 2022 the percentage of Year 5 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*  By 2022 the percentage of Year 3 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*       \*Does not include exempt students. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs |
| Goal 2 | Provide a learning environment that engages and empowers all students in their learning. |
| Target 2.1 | By 2022 increase the percentage of positive responses for the *student voice and agency* factor on the Student Attitudes to School Survey from 57% to 80% |
| Target 2.2 | By 2022 increase the percentage of positive responses for the *stimulating learning* factor on the Parent Opinion Survey from 70% to 83%  By 2022 increase the percentage of positive responses for the *high expectations* factor on the Parent Opinion Survey from 82% to 90% |
| Target 2.3 | By 2022 increase the percentage of positive responses for the *collective efficacy* factor on the School Staff Survey from 19% to 50%  By 2022 increase the percentage of positive responses for the *trust in students and parents* factor on the School Staff Survey from 10% to 50%  By 2022 increase the percentage of positive responses for the *academic emphasis* factor on the School Staff Survey from 24% to 60% |
| Key Improvement Strategy 2.a Health and wellbeing | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop a whole school approach to activating student voice, agency and leadership in their learning [ES&BSP] |
| Key Improvement Strategy 2.c Building communities | Strengthen school community, parent and carer partnerships to promote high expectations for student achievement [BC] |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* | Yes | By 2022 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be 25% or greater.  By 2022 the percentage of students making high relative learning growth from Year 3 to Year 5 on NAPLAN writing, to be 18% or greater. | In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Reading to be 11% or greater.  In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Writing to be 17% or greater. |
| By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN reading will increase from 7% to 25%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 13% to 28%. | In 2020, the percentage of Year 5 students achieving in the top two bands in NAPLAN Reading to be 18%.  In 2020,the percentage of Year 3 students achieving in the top two bands in NAPLAN Reading to be 20%. |
| By 2022 the percentage of students making high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 25% or greater. | In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Numeracy to be 13% or greater. |
| By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN numeracy will increase from 3% to 20%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN numeracy will increase from 13% to 21%. | In 2020, the percentage of Year 3 students achieving in the top two bands in NAPLAN Numeracy to be 17%   \*\*\*DN- In 2020, the percentage of Year 3 students achieving in the top two bands in NAPLAN Writing to be 17% |
| By 2022 the percentage of Year 5 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*  By 2022 the percentage of Year 3 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*       \*Does not include exempt students. | In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Numeracy will be 33% or lower.   \*\*\*DN- In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Reading will be 35% or lower. |
| Provide a learning environment that engages and empowers all students in their learning. | Yes | By 2022 increase the percentage of positive responses for the *student voice and agency* factor on the Student Attitudes to School Survey from 57% to 80% | By end of 2020 increase the percentage of positive responses for the student voice and agency factor on the Student Attitudes to School Survey from 60% (2019) to 68% |
| By 2022 increase the percentage of positive responses for the *stimulating learning* factor on the Parent Opinion Survey from 70% to 83%  By 2022 increase the percentage of positive responses for the *high expectations* factor on the Parent Opinion Survey from 82% to 90% | By end of 2020 increase the percentage of positive responses for the stimulating learning factor on the Parent Opinion Survey from 82% to 83% By end of 2020 maintain the percentage of positive responses for the high expectations factor on the Parent Opinion Survey above 90% |
| By 2022 increase the percentage of positive responses for the *collective efficacy* factor on the School Staff Survey from 19% to 50%  By 2022 increase the percentage of positive responses for the *trust in students and parents* factor on the School Staff Survey from 10% to 50%  By 2022 increase the percentage of positive responses for the *academic emphasis* factor on the School Staff Survey from 24% to 60% | By end of 2020 increase the percentage of positive responses for the collective efficacy factor on the School Staff Survey from 44% to 50% By end of 2020, increase the percentage of positive responses for the academic emphasis factor on the School Staff Survey from 47% to 60% By 2022 increase the percentage of positive responses for the trust in students and parents factor on the School Staff Survey from 26% to 30% |

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| Goal 1 | Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* | |
| 12 Month Target 1.1 | In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Reading to be 11% or greater.  In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Writing to be 17% or greater. | |
| 12 Month Target 1.2 | In 2020, the percentage of Year 5 students achieving in the top two bands in NAPLAN Reading to be 18%.  In 2020,the percentage of Year 3 students achieving in the top two bands in NAPLAN Reading to be 20%. | |
| 12 Month Target 1.3 | In 2020, the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN Numeracy to be 13% or greater. | |
| 12 Month Target 1.4 | In 2020, the percentage of Year 3 students achieving in the top two bands in NAPLAN Numeracy to be 17%   \*\*\*DN- In 2020, the percentage of Year 3 students achieving in the top two bands in NAPLAN Writing to be 17% | |
| 12 Month Target 1.5 | In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Numeracy will be 33% or lower.   \*\*\*DN- In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Reading will be 35% or lower. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] | Yes |
| **KIS 2**  Curriculum planning and assessment | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] | Yes |
| **KIS 3**  Curriculum planning and assessment | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs | 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. | Feedback from the Review process indicated we needed to re-prioritise the focus on student learning.  We recognise this is a long-term process and as such, are only part way through implementing our Key Improvement Strategies. After great success in reviewing and altering the Reading Instruction model with fidelity in 2018/19, we want to repeat the process with a focus on Writing. Through our work in 2019, we have determined that the mathematical content knowledge of our teaching staff is low, and therefore we need to address this through professional learning in 2020. | |
| Goal 2 | Provide a learning environment that engages and empowers all students in their learning. | |
| 12 Month Target 2.1 | By end of 2020 increase the percentage of positive responses for the student voice and agency factor on the Student Attitudes to School Survey from 60% (2019) to 68% | |
| 12 Month Target 2.2 | By end of 2020 increase the percentage of positive responses for the stimulating learning factor on the Parent Opinion Survey from 82% to 83% By end of 2020 maintain the percentage of positive responses for the high expectations factor on the Parent Opinion Survey above 90% | |
| 12 Month Target 2.3 | By end of 2020 increase the percentage of positive responses for the collective efficacy factor on the School Staff Survey from 44% to 50% By end of 2020, increase the percentage of positive responses for the academic emphasis factor on the School Staff Survey from 47% to 60% By 2022 increase the percentage of positive responses for the trust in students and parents factor on the School Staff Survey from 26% to 30% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Health and wellbeing | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] | Yes |
| **KIS 2**  Empowering students and building school pride | Develop a whole school approach to activating student voice, agency and leadership in their learning [ES&BSP] | No |
| **KIS 3**  Building communities | Strengthen school community, parent and carer partnerships to promote high expectations for student achievement [BC] | 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. | We recognise that we need to continually review and refine our shared beliefs and expectations for all in our school community in order to embed a positive culture. We are now able to build on these foundations to lift expectations in participation levels in learning opportunities across the school community in the 2020 school year. | |

**Define Actions, Outcomes and Activities**

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| 12 Month Target 1.5 | In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Numeracy will be 33% or lower.   \*\*\*DN- In 2020, the percentage of Year 3 students achieving in the lower two NAPLAN Bands in Reading will be 35% or lower. | | | | |
| KIS 1 Curriculum planning and assessment | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] | | | | |
| **Actions** | Ensure that teachers and teacher teams refer to the Whole-School Scope and Sequence (WSSS) in their planning Teachers are using the WSSS to audit their teaching and learning programs against the Victorian Curriculum Finalise and publish the Inquiry Curriculum Scope and Sequence. | | | | |
| **Outcomes** | Students will: - learn through authentic, relevant and engaging learning tasks in all Learning Areas with the exception of Digital Technologies - set learning goals that are appropriately connected to the WSSS  Teachers will: - refer to the Whole-School Scope and Sequence (WSSS) in their planning - Use the WSSS to audit their teaching and learning programs against the Victorian Curriculum - plan appropriate, authentic, relevant and engaging learning tasks for teaching and learning programs/units - assess student learning in all Learning Areas according to the WSSS (with the exception of Digital Technologies and RR&RR)  Leaders will: - finalise and publish the Inquiry Curriculum Scope and Sequence - support teachers to use the documentation in planning, reviewing and evaluating the success of the units and student outcomes - monitor and supports teachers implementation of the WSSS in all Learning Areas, with the exception of Digital Technologies. | | | | |
| **Success Indicators** | We will have a WSSS document for all learning areas, with the exception of Digital Technologies. Curriculum Audits will be completed, evident in planning documents/work programs and signed off by LIT/SIT each term. Assessment will clearly show links to the Vic Curric Outcomes and be aligned with planning documentation. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Publish the WSSS for Inquiry Units | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Coaches / school leaders will meet with teachers as a PLC at the end of each unit and evaluate student progress against the relevant WSSS - eg. Literacy, Numeracy, Specialist Programs and Inquiry Units | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🞎 Equity funding will be used |
| Once a term, school leaders will collect and review teacher planning, providing written or verbal feedback to staff on the quality of planning. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] | | | | |
| **Actions** | Develop and implement a evidence-based whole-school instructional model for writing. Strengthen the implementation of the reading and numeracy instructional models | | | | |
| **Outcomes** | Students will: - improve their writing, reading and mathematics - maximise learning opportunities in writing, reading and mathematics  Teachers will: - develop a shared understanding of what effective writing classes look like and the components within - participate in professional learning that deepens their knowledge of effective writing instruction - including Six + 1 Traits for Writing, SMART Spelling. - implement the WSSS for writing - embed the numeracy instructional model in their classrooms - embed the reading instructional model in their classrooms  Leaders will: - (LIT Leaders) develop a professional learning program - lead staff to develop a instructional model for writing strongly connected to the DET Writers Workshop: https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/approachesworkshop.aspx - coach teachers in writing implementation - coach teachers in numeracy/maths implementation | | | | |
| **Success Indicators** | Instructional models for Literacy and Numeracy are displayed in all rooms and evident in planning. Learning Walks data and Peer Observation data will demonstrate the Instructional models are being implemented in all classes with fidelity. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Convene a Learning Improvement Team | | 🗹 Assistant Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Define roles and responsibilities for LIT team members | | 🗹 Assistant Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Finalise the Writing Professional Learning Program | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Implement the writing Professional Learning Program via the Learning Improvement Team meeting fortnightly - Literacy Teaching Toolkit (Writing section) - SMART Spelling - Instructional Model / Writers Workshop - Six Plus One Traits of Writing - Integrating your Writing with Your Inquiry Topic - Handwriting - Using technology | | 🗹 Assistant Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $20,000.00  🗹 Equity funding will be used |
| Purchase appropriate professional reading texts for staff | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $3,000.00  🗹 Equity funding will be used |
| Staff complete professional reading activities each fortnight in numeracy / writing | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Learning Specialist will coach across 1.5 days per week in numeracy | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $34,500.00  🗹 Equity funding will be used |
| Assistant Principal will coach across 2 days per week in literacy | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $54,000.00  🗹 Equity funding will be used |
| KIS 3 Curriculum planning and assessment | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs | | | | |
| **Actions** | Take opportunities to analyse NAPLAN and DET Survey data results as a collective staff group Continue to carry out PLC Inquiry Challenges - One per term Whole school data exploration program (professional learning) | | | | |
| **Outcomes** | Students will:  Teachers will: - plan using student learning outcome data - participate in PLC Inquiry Challenges - Adjust teaching and learning to meet student learning needs - Participate data exploration/analysis activities led by school leadership   Leaders will: - Prepare data overviews for teachers and teams - Schedule a PLC Inquiry Challenge each term - T1= Reading/Numeracy, T2=SWPBS, T3=Writing, T4=Numeracy/Reading - Lead the analysis and exploration of key assessment and survey results throughout the year - NAPLAN, EOI, MOI, ATOS, SSS, POS. | | | | |
| **Success Indicators** | Teachers will use data to inform their teaching Data will be consistent across teams and aligned with student reports All teachers will understand the data provided from DET surveys and share ownership | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Finalise the professional learning / meeting schedule | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Term 1 PLC Inquiry Challenge | | 🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Prepare any data or materials needed for PLC IC. | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Share PLC Meeting Agenda template/tool with all teaching staff | | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Term 2 PLC Inquiry Challenge | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Term 3 PLC Inquiry Challenge | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Term 4 PLC Inquiry Challenge | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Provide a learning environment that engages and empowers all students in their learning. | | | | |
| 12 Month Target 2.1 | By end of 2020 increase the percentage of positive responses for the student voice and agency factor on the Student Attitudes to School Survey from 60% (2019) to 68% | | | | |
| 12 Month Target 2.2 | By end of 2020 increase the percentage of positive responses for the stimulating learning factor on the Parent Opinion Survey from 82% to 83% By end of 2020 maintain the percentage of positive responses for the high expectations factor on the Parent Opinion Survey above 90% | | | | |
| 12 Month Target 2.3 | By end of 2020 increase the percentage of positive responses for the collective efficacy factor on the School Staff Survey from 44% to 50% By end of 2020, increase the percentage of positive responses for the academic emphasis factor on the School Staff Survey from 47% to 60% By 2022 increase the percentage of positive responses for the trust in students and parents factor on the School Staff Survey from 26% to 30% | | | | |
| KIS 1 Health and wellbeing | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] | | | | |
| **Actions** | Collect and analyse data relating to students behaviour, both positive and negative.  Implement a weekly PIE/ RR&RR lesson in all Home Groups Teams will present results from PLC Inquiries based on celebrating improved student learning in an area each term. Students interests and capabilities are considered when facilitating (planning?/teaching?) learning sequences. | | | | |
| **Outcomes** | Students will: Review their personalised data sets relating to academic progress in line with goal cycle Be aware of their own behaviour data Share their interests and prior knowledge of topics covered.  Teachers will: Record, analyse and act upon behaviour data Implement a weekly PIE/RR&RR lesson that is aligned with the Annual plan Work collaboratively to implement and present an Inquiry Challenge based on high expectations for learning each term Consider students prior knowledge and interests Adjust learning sequences to cater for student capabilities  Leaders will: Facilitate the SIT meetings where the team review behaviour data sets and set actions accordingly Checking planning documentation each term to ensure alignment with Vic Curric and WSSS Support teachers to implement and present an Inquiry Challenge based on high expectations for learning each term. | | | | |
| **Success Indicators** | Students identified through PLC inquires demonstrate an improvement in behaviour / reduction in recorded inappropriate behaviour incidents. SIT Team classroom observational records evidence consistent use of SWPBS Language by staff and students - sample each term When reviewing teacher planning, we can see evidence of differentiation based on student point of need. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Leading Teacher will be full-time Non teaching role to oversee/manage Wellbeing | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $134,223.00  🗹 Equity funding will be used |
| Purchase Sentral SMT | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Professional training for leaders on Sentral - 17 Dec 2019 | | 🗹 Assistant Principal  🗹 Education Support  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Design a training module for staff on Sentral  Provide training for all staff on Sentral - Day One 2020- half hour | | 🗹 All Staff  🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Prepare 2019 baseline behaviour data. Cut by: - geographic area - 1/2 term and term - year level - behaviour level | | 🗹 Leadership Partners (DSSI)  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Prepare SIT Team / Professional Learning Meeting schedule | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Design SWPBS PL sessions - 1 per term | | 🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| School improvement Team meeting fortnightly and include a standing agenda item where we analyse the data | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Schedule a presentation of behaviour data for upcoming staff meeting. At least once a term. | | 🗹 School Improvement Team  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Classroom observations in Term 1,2 and 4 to collect data on use of PIE/RRRR Shared Language | | 🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| 1. Review lesson plans for PIE 2. Review RRRR in teachers' weekly planning Do this once a term. | | 🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Schedule a SWPBS based PLC Inquiry Challenge for Term 3 | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| All teachers in PLC teams complete an Inquiry Challenge where the focus area is student behaviour | | 🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Teachers present their PLC Inquiry Challenge to all staff | | 🗹 PLC Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Teachers assess and analyse student data, which in turn allows them to plan differentiated teaching and learning, which in turn lifts student engagement in learning, which then lifts student outcomes. - Provision of T & L coaching - resourcing of team planning time - use of student outcome data at planning meetings - literacy, numeracy and unit plans are of high quality - students who need differentiation are identified in planning - use of PLC Inquiry Challenge to support differentiated - other AIP activities already defined as appropriate | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Sub School Leader/s  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Identify and coach teachers on SWPBS/PIE/RRRR as required | | 🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Schedule coaching with DET Regional SWPBS Coach | | 🗹 School Improvement Team  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $255,723.00 | $255,723.00 |
| Additional Equity funding | $701,350.00 | $701,350.00 |
| **Grand Total** | $957,073.00 | $957,073.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Implement the writing Professional Learning Program via the Learning Improvement Team meeting fortnightly - Literacy Teaching Toolkit (Writing section) - SMART Spelling - Instructional Model / Writers Workshop - Six Plus One Traits of Writing - Integrating your Writing with Your Inquiry Topic - Handwriting - Using technology | from: Term 1  to: Term 3 |  | $20,000.00 | $20,000.00 |
| Purchase appropriate professional reading texts for staff | from: Term 1  to: Term 2 |  | $3,000.00 | $3,000.00 |
| Learning Specialist will coach across 1.5 days per week in numeracy | from: Term 1  to: Term 4 |  | $34,500.00 | $34,500.00 |
| Assistant Principal will coach across 2 days per week in literacy | from: Term 1  to: Term 4 |  | $54,000.00 | $54,000.00 |
| Leading Teacher will be full-time Non teaching role to oversee/manage Wellbeing | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $134,223.00 | $134,223.00 |
| Purchase Sentral SMT | from: Term 1  to: Term 4 |  | $10,000.00 | $10,000.00 |
| **Totals** | | | $255,723.00 | $255,723.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Additional classroom teacher | from: Term 1  to: Term 4 | 🗹 School-based staffing | $121,957.00 | $121,957.00 |
| Reading Recovery | from: Term 1  to: Term 4 | 🗹 School-based staffing | $60,978.00 | $60,978.00 |
| MCA Karen ES/ LOTE Support | from: Term 1  to: Term 4 | 🗹 School-based staffing | $47,089.00 | $47,089.00 |
| Additional ES Classroom Support/Breakfast Club | from: Term 1  to: Term 4 | 🗹 School-based staffing | $23,776.00 | $23,776.00 |
| Additional ES Classroom Support | from: Term 1  to: Term 4 | 🗹 School-based staffing | $36,525.00 | $36,525.00 |
| Breakfast Club Manager | from: Term 1  to: Term 4 | 🗹 School-based staffing | $21,779.00 | $21,779.00 |
| Additional ES Hours | from: Term 1  to: Term 4 | 🗹 School-based staffing | $12,924.00 | $12,924.00 |
| SPAIDE | from: Term 1  to: Term 4 | 🗹 School-based staffing | $31,284.00 | $31,284.00 |
| CRTs | from: Term 1  to: Term 4 | 🗹 CRT | $50,000.00 | $50,000.00 |
| CRTs for Professional Learning | from: Term 1  to: Term 4 | 🗹 CRT | $100,000.00 | $100,000.00 |
| Speech Pathologist | from: Term 1  to: Term 4 | 🗹 Other  Service Provider | $25,000.00 | $25,000.00 |
| EAL Teacher/ Reading Recovery | from: Term 1 | 🗹 CRT | $48,638.00 | $48,638.00 |
| PD Conferences and Affiliations | from: Term 2  to: Term 4 |  | $40,000.00 | $40,000.00 |
| ICT Hardware and Software | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources | $18,000.00 | $18,000.00 |
| Literacy Resources- additional big books and non-fiction texts | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources | $14,400.00 | $14,400.00 |
| Numeracy Resources | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources | $8,000.00 | $8,000.00 |
| Library books and shelving | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources | $14,000.00 | $14,000.00 |
| Transition support K-P, 6-7 | from: Term 3  to: Term 4 | 🗹 School-based staffing  🗹 Other  ESC Transition support | $5,000.00 | $5,000.00 |
| RR/RR & SWPBS Resources and teacher coaching support | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $12,000.00 | $12,000.00 |
| Integrated Studies resources | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| Passion and Pathways | from: Term 2  to: Term 3 | 🗹 School-based staffing  🗹 CRT | $8,000.00 | $8,000.00 |
| **Totals** | | | $701,350.00 | $701,350.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Finalise the Writing Professional Learning Program | 🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  6 plus 1 traits from Literacy Solutions | 🗹 On-site |
| Implement the writing Professional Learning Program via the Learning Improvement Team meeting fortnightly - Literacy Teaching Toolkit (Writing section) - SMART Spelling - Instructional Model / Writers Workshop - Six Plus One Traits of Writing - Integrating your Writing with Your Inquiry Topic - Handwriting - Using technology | 🗹 Assistant Principal  🗹 School Improvement Team | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff | 🗹 On-site |
| Purchase appropriate professional reading texts for staff | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders | 🗹 On-site |
| Staff complete professional reading activities each fortnight in numeracy / writing | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Learning Specialist will coach across 1.5 days per week in numeracy | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Demonstration lessons | 🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Learning Specialist  🗹 Numeracy leader | 🗹 On-site |
| Assistant Principal will coach across 2 days per week in literacy | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Demonstration lessons | 🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Literacy Leaders | 🗹 On-site |
| Leading Teacher will be full-time Non teaching role to oversee/manage Wellbeing | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Purchase Sentral SMT | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Professional training for leaders on Sentral - 17 Dec 2019 | 🗹 Assistant Principal  🗹 Education Support  🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day | 🗹 Internal staff | 🗹 On-site |
| Design a training module for staff on Sentral  Provide training for all staff on Sentral - Day One 2020- half hour | 🗹 All Staff  🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 External consultants  SENTRAL | 🗹 On-site |
| Design SWPBS PL sessions - 1 per term | 🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| All teachers in PLC teams complete an Inquiry Challenge where the focus area is student behaviour | 🗹 PLC Leaders  🗹 Teacher(s) | from: Term 3  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Identify and coach teachers on SWPBS/PIE/RRRR as required | 🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Communities of Practice | 🗹 Internal staff | 🗹 On-site |
| Schedule coaching with DET Regional SWPBS Coach | 🗹 School Improvement Team  🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Formalised PLC/PLTs | 🗹 Communities of Practice | 🗹 External consultants  VSWPBS Coach Michelle Stone | 🗹 On-site |